DOCUMENT RESUME

ED 400 631 EC 305 071

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TITLE Building Capacity for Change. A Final Report.
INSTITUTION Oregon Univ., Eugene. Specialized Training Programs.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE [96]
CONTRACT H029K20314
NOTE 113p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Change Strategies; Course Content; *Developmental Disabilities; Educational Change; Elementary Secondary Education; Graduate Study; Higher Education; *Inclusive Schools; Inservice Teacher Education; Interdisciplinary Approach; *Parent Participation; Parent School Relationship; Parent Teacher Cooperation; Participant Satisfaction; Preservice Teacher Education; Program Evaluation; *Regular and Special Education Relationship; *Severe Disabilities; Teacher Collaboration; *Teacher Education

ABSTRACT

This final report describes a federally supported project which provided a year-long professional development program for general and special educators and family members on the inclusion of all students in general education, including students with severe developmental disabilities. Four graduate level courses were developed which covered curriculum planning for students with severe disabilities, classroom management and program improvement, and the role of families in bringing school inclusion to the community. The project provided fellowships to up to 20 preservice or inservice teachers or parents each year, who attended the program with up to 55 other students. The courses stressed: (1) the merging of general and special education knowledge and instructional strategies; (2) the merging of the perspectives of preservice and inservice teacher education and professional development; and (3) the merging of the perspectives and skills of both family members and professionals. Evaluation by participants indicated that the project led to the development of new group practices and professional partnerships; a commitment to ongoing professional development; and a ripple effect extending into participants' schools, districts, and communities. Individual sections of the report describe the project's purpose, design, accomplishments, and impact. Attachments to the report include an interview guide, course syllabi, a professional development planning log, and a recruitment brochure. (CR)

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BUILDING CAPACITY FOR CHANGE

A Final Report

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Grant # HO29K20314

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ABSTRACT

The Building Capacity for Change (BCC) Project provided an alternative professional development strategy to increase the capacity of families and general and special education teachers to effectively design, deliver, and continuously improve supported, inclusionary educational services for students with developmental disabilities. For each of the three project years, BCC sponsored Fellowships for teachers and family members to participate in a special university-based, 4-course professional development sequence.

The BCC Course offerings consisted of one 3-credit course per term, which, during the school year, met every Tuesday after normal teacher work hours from 5:30 - 8:30 p.m. The Summer Workshop met daily for the first two weeks of the summer term. The three school-year courses form part of the master's degree core content, and the fourth counts as an elective. Participants were therefore encouraged to apply subsequently to the graduate school in special education, since these 12 credits were applicable towards an advanced degree. The course sequence included *Curriculum Planning for Students with Severe Disabilities I & II, Classroom Management & Program Improvement,* and *The Role of Families in Bringing School Inclusion to the Community.*

Over the three years, the Project supported a heterogeneous mix of 51 professionals and family members from 12 different school districts, who studied and worked in class alongside our preservice teachers and master's students and other educators seeking professional development who had access to alternative financial resources. The professionals supported as BCC Fellows included: speech therapists, administrators, special and general education teachers and educational assistants. Many of the preservice students contemporaneously completed practica in the classrooms of the BCC Fellowship teachers, thus furthering a collaborative understanding and application of the course content. Project liaisons provided on-going support both during the actual course class time as well as on-site, school-based support to Fellows when appropriate.

BCC project staff also supported several in-depth follow up activities and extensive interviews with participants as a key component of the project's comprehensive evaluation strategy. Participants completed individual action agendas which reflected their school's individual status in the course of Oregon's school reform and restructuring. Teachers were effectively able to implement course materials, planning tools, and theoretical concepts in their practice and to transmit their own learning and professional growth to colleagues throughout and beyond their own districts. The Project also directly stimulated 4 master's research projects in the areas of curriculum design, school restructuring, as well as the development of a new module to assist the field with individually tailoring the learning of *all* students in general education classrooms.

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PURPOSE OF PROJECT AND OVERVIEW

The purpose of the BCC Project was to develop a professional development program for general and special educators to work collaboratively to increase their capacity to include all students in meaningful ways in general education curriculum and contexts, including those students with developmental disabilities. At the same time the project strove to provide families with the tools and collaborative skills to work with local schools, teachers, and other professionals in developing their own capacities as change agents for the community inclusion of their youngsters.

The Intersection of Needs

BCC addressed the intersection of three distinct needs as teachers and families face the complex challenges of including students with significantly different learning and support needs into general education and community contexts. These needs included, first, the growing acknowledgment that traditional, short-term inservice experiences have proven inadequate in building teachers' capacity to making substantial and durable change in their day-to-day practice. Second, BCC addressed the need to enhance the capacity of both general and special education teachers to meet the learning needs of all students in classrooms, which are becoming ever larger and more diverse, and to understand the concept of individually tailoring student learning through the very process of initial curriculum design. Finally, BCC brought teachers and families together to begin to build the bridges between students' "academic" school work and the effective application of that learning in familial and community contexts.

A new approach to professional development

The BCC course sequence was unique in at least two significant ways: first it brought together a heterogeneous group of adult learners who typically work and learn in relative isolation or homogeneity, yet who do so with the same ultimate purpose: the effective development and education of a child. Second, in contrast to the traditional short-term in-service approach, or even an established group of summer-time courses required for licensure renewal -- the sustained course sequence allowed the teachers to become more of a "reflective practitioner" in their classrooms -- to take the tools and ideas from the weekly coursework and continually develop and refine them in their respective contexts. Through the coursework and instructional tools and materials, the teachers and families alike also built their respective capacity to analyze their personal situations and to develop individual action agendas and advocacy planning.

Although not planned within the initial BCC Project, during funding Year Two the two *Curriculum Planning* courses were broadcast over EDNET, Oregon's interactive television system. These live, interactive broadcasts allowed us to begin to reach the state's largely rural population of school districts and teachers and to allow these often geographically isolated practitioners to connect, work, and problem-solve with other teachers around the state. This effort functionally served as a pilot for a subsequent project that has ultimately allowed all three of the school-year courses to be broadcast to all regions of Oregon.

Individually tailored learning

The professionals who participated in the BCC courses gained fluency in the theoretical underpinnings to designing informative assessment, rich curriculum, creative instruction, and individualized supports necessary to promote the systemic, meaningful inclusion of all students not only in the general education context but also within the community at large. The general educators enhanced

their skills in the areas of providing a variety of supports to diverse students; special educators became more adept at collaboratively designing comprehensive general education curriculum in which "their" students can be full participants and wherein much remedial "adaptation and modification" was neither necessary nor appropriate. These professionals and the participating family members alike also gained understanding as to the role of parents and families as the foundation and filter on and through which educational decisions ultimately must be based. BCC teachers now can articulate short and long-term educational goals and outcomes which are truly community and family-referenced for *all* the students in their classes. Moreover, they have become facile with heuristic assessment and recording tools to report their understanding of student gains to both families and district evaluators, in essence developing a dynamic, recursive IEP process.

The involvement of families

Many of the BCC participants commented during the follow-up interviews that this feature of the course sequence was one of the most important outcomes of the experience for them. While the theme of "family involvement" was pervasive through all of the school- and community-based discussions and reform agendas, the actual involvement of family members in the courses grounded these discussions in reality. This breadth of perspective -- and the resulting challenges provided through such authentic discourse -- was illuminating to "both sides" of what should be a "non-sided" enterprise.

This report details (1) the BCC Project design, including the demographics of BCC participants; (2) Project results, evaluations, and the findings from in-depth follow-up interviews; and (3) Project products and dissemination.

BCC PROJECT DESIGN

The Building Capacity for Change Project was built upon a solid foundation of experience and innovation in personnel preparation, educational inclusion of students with disabilities, and professional involvement with families who have youngsters with disabilities. BCC objectives and activities focused on the merging of three critical components in the reform and restructuring of schools and communities to build the local capacity to promote the inclusion of all citizens: (1) the merging of general and special education knowledge, instructional strategies, assessment and curriculum design to provide inclusionary educational services for students with diverse learning needs; (2), the merging of preservice and inservice teacher education and professional development; and (3) the merging of the perspectives and skills of both family members and professionals to effect these outcomes in schools and the community as a whole. Table 1 provides a brief summary of the Project Objectives and Activities.

Table 1: BCC Objectives and Activities

1.0 Training

- 1.1 Recruit Fellowship Applications.
- 1.2 Review and select Fellows.
- 1.3 Assign advisors.
- 1.4 Orient Fellows to Project objectives and staff.
- 1.5 Develop individual plans for Fellows' involvement in courses.
- 1.6 Support Fellows to form local work groups.
- 1.7 Assist Fellows to develop individual action agendas.
- 1.8 Assign work group support liaisons.

2.0 Ongoing support

- 2.1 Maintain weekly contact through meetings, phone calls, or visits.
- 2.2 Maintain monthly or as needed contact with local work groups through meetings, phone calls, school visits.
- 2.3 Support Fellows to organize and develop personal work sample notebooks.

3.0 Evaluation

- 3.1 Hold monthly Fellows and Project staff meetings to review and revise Project activities.
- 3.2 Integrate information about BCC Project into weekly practicum faculty, bi-weekly training coordinators, and monthly faculty meetings.
- 3.3 Conduct midterm and end of quarter Fellows evaluation (written and focus group) of course activity and participation, work group activity, action agendas, and Project support.
- 3.4 Conduct in-depth case study evaluation of the field-based contexts for three Fellows per year.
- 3.5 Revise Project content, activities, and structure in response to ongoing evaluation information.
- 3.6 Prepare summary of evaluation data for internal funding agency use.

Project staff conducted a series of seven 45 - 60 minute interviews following Year 3 of the project with a representative of each cohort, plus a central office administrator whose district was represented by participants in each of the three years. The interview guide is included in Attachment 1 and quotes from the interviews touching on aspects of these three critical components of reform and restructuring are included below in the section on Project Accomplishments. In addition, staff conducted

an in-depth, three hour interview with two members of a Year 1 Workgroup. Data from this interview are also presented as part of two fuller case reports in the Accomplishments section.

BCC Coursework: The merging of content

Schools and communities across the country are in the midst of dramatic reform and restructuring on many fronts. One of the leading trends in educational reform has received the, often indiscriminately used, moniker of "inclusion". Unless this trend, however, is reconceptualized as a prominent feature within the reform and restructuring of general education itself, "inclusion" runs the risk of polarizing into merely another special education reform agenda. Indeed, this new challenge requires that educators fundamentally rethink and restructure the content of curriculum, their strategies of assessment and instruction, and, thus, the overall climate of schools in order to result in the *systemic* inclusion of *all* students.

Therefore, a key principle in the design of the BCC Course Sequence was the merging of historically separate general and special teacher education content, particularly in the areas of curriculum design, meaningful assessment, individualized learning experiences, family collaboration, and community linkages for *all* of the students in a given class, not just those with significant disabilities. Subsequently in response to ongoing project and course evaluations, some revisions in course content, format, and activities were made each year to better reflect this merging course content. Table 2 summarizes the most recent revisions of the course sequence content. Attachment 2 includes a memo summary of an annual revision process and the latest revised course syllabi.

Table 2: Course Content Descriptions

BUILDING CAPACITY FOR CHANGE: A PROFESSIONAL DEVELOPMENT COURSE SEQUENCE	
SPER 697: CURRICULUM PLANNING FOR STUDENTS WITH SEVERE DISABILITIES I (offered Fall term)	**SPER 698: CURRICULUM PLANNING FOR STUDENTS WITH SEVERE DISABILITIES II** (offered Winter term)
Overview and history of curricular issues and trends Curricular reform efforts in general and special education Activity-based assessment Integrated curriculum design for including all learners Building a case example Developing collaborative teaching plans from curricular aims and activity based goals Application of mixed-ability and cooperative-learning teaching strategies to include all students Developing "personalized" curriculum outcome and dynamic education plans Moving from the ideal to the real: providing student supports Providing family & cultural supports Providing physical and health supports	Moving from the ideal to the real, continued: Providing communication supports Providing emotional and behavioral supports Evaluating, using, and supplementing published curricular products for integrated curriculum planning in: Reading/language arts Math Sciences Social Studies Sports, Health, Sex Education, Domestic Science The Arts
Course Description: As part of a year-long sequence on the inclusion of all students in general education, this first course initially establishes a foundation for discussion grounded in the history of general and special education, an analysis and curricular implications of the terms "main streaming," "integration," and "inclusion," and the current local, state and federal educational reform efforts in all areas of education. The course then shifts to examining approaches to assessment and curriculum design that can accommodate all students. These include activity- and interest-based assessments, various strategies for developing integrated curriculum units, and development of various learning outcomes that can be individually tailored or "personalized" for any student. The last few weeks of this first course begins a unit of providing direct and indirect student supports. This unit will continue in the subsequent course and will include discussion of communication, emotional and behavioral, physical and health, and family and cultural supports.	**Course Description:** Curriculum Planning II continues the curriculum development and collaborative planning strategies to create effective learning opportunities for all students, including students with very diverse learning needs. We will continue a module on providing student supports in the areas of communication, physical and medical supports, and behavioral and emotional supports. We will then examine current trends in the design and publication of curricular approaches within various content areas and ways to integrate these curricular products into the design of flexible teaching designs for very diverse groups of students.

Table 2: Course Content Descriptions

SPER 699: CLASSROOM MANAGEMENT AND PROGRAM IMPROVEMENT (offered Spring term)	**SPER 608: WORKSHOP: The Role of Families in Bringing School Inclusion to the Community** (offered Summer term)
Classrooms/schools as dynamic systems Creating missions and accomplishment plans Creating and using information management systems Working with grownups in schools: Administrators/supervisors Teacher colleagues Teacher assistants Related service staff Itinerant consultant staff Working with grownups in the community: Parents and siblings Systems resources People resources Forming and using collaborative work groups	History of family involvement and professional approaches to working with families Current theoretical perspectives on families Family systems theory Life span issues and family transitions Multicultural issues in family involvement Self-determination/independence and family involvement Families and community organizing
Course Description: This course covers information teachers need to manage professional tasks related to creating effective educational experiences for diverse groups of students including students with low incidence and severe disabilities in public school settings. Course topics include applying standards to and assessing student accomplishments; collaborating with colleagues; managing classroom staff; planning program improvements and professional development; implementing innovations and contributing to overall school reform	**Course Description:** This two-week workshop will focus on how teachers, administrators, and other school personnel can collaborate with parents and other family members to increase the capacity of their local schools and communities to support inclusion and community participation of students with severe disabilities. Participants will have the opportunity to translate workshop information into action plans for their local settings (home, school, and community). The workshop will emphasize the diversity of families and cultural background and the importance that diversity for school-home interactions. Some of the topics of the workshop will build on information provided through a year long sequence of courses on inclusive education.

BCC Personnel Preparation: The merging of learning

The BCC Project was particularly innovative and effective in two notable ways. First, the instructional design features of the four courses differed significantly from traditional lecture-based university coursework. Secondly, the year-long course sequence format itself was a dramatically different Professional Development alternative to more typical, short-term, inservices and workshop opportunities.

Innovative instruction

In-class activities: As a prominent feature of the instructional design, particularly of the three school-year courses, BCC course participants spent a high proportion of in-class time in cooperative learning groups. Participants were divided into "study groups," consisting of a deliberately configured, heterogeneous mix of educators representing different professional foci, student age-groups, and schools. Participants were also divided into "work groups," consisting of educator-teams from the same school, district, or at least representing similar student age-groups. "Study groups" were convened at least once per class session to discuss readings or other general assignments. The professional representation in each of the groups brought a breadth of experience and perspective to these discussions not usually available in personnel preparation contexts. This factor was especially assistive in honing participants' skills for developing professional relationships that rely on, at times impassioned, multi-theoretical discussions.

"Work groups" met in and out of class throughout the year to produce a cooperative Work Sample consisting of a composite classroom and school case study, described in detail below. Through these activities "Cooperative Learning" thus became more than a theory for these educators to try out.

Rather, they came first-hand to understand the complexity, benefits and challenges of establishing effective cooperative learning arrangements in their own classrooms.

Field-based, applied assignments: Course assignments were heavily field-based and relied on their application in real-life classrooms. Preservice students, as well, were expected to apply these assignments in their practica and student teaching experiences, which frequently occurred in classrooms managed by BCC Fellows. Each "work group" developed a case example throughout the course of the year. This case example consisted of: (1) a composite classroom of students representing a broad range of diversity, (2) a school profile where this classroom was situated, and (3) a large set of assessment and curriculum materials developed for this composite class.

Each Fellow contributed a description of at least one student whom they were currently working with in school as part of the composite class. Thus the majority of the "students" in this hypothetical class were actually real (disguised to protect confidentiality) to at least one member of the work group. Fellows were then expected to conduct activity-based assessments with at least one of these real students and families from their own classroom, develop curriculum and lesson plans for their classes, describe what individually tailored learning experiences and outcomes might be expected from these curricula, and contribute these materials to the collaborative "composite class group notebook".

These assignments were "authentic" in that they were immediately useful to the practitioners in their own settings. Furthermore, the collaborative curriculum development and lesson planning accomplished in the work groups was a very real-life simulation of the kinds of collaborative, team planning required by today's schools.

Evaluation: Self-evaluation, another prominent feature of current educational reform, was also key to the evaluation process of the BCC courses and assignments. Participants were expected to increase their skills and comfort in making self- and group-evaluations on everything from the quality of individual products to the quality of their own and others' contribution to the group process. This expectation was a relatively new one for most of the participants and was not initially very comfortable for them. As the Fellows came to realize that they were not being asked to "grade" themselves or their peers, but rather to develop constructive self- and group- analysis and feedback for future assignments and cooperative activities, this discomfort eased. As they struggled with this aspect of the course, it also became apparent for many of the teachers, that what they were asking of the youngsters in their own classrooms was perhaps a more difficult enterprise than they had realized. We, too, continue to refine many of the assessment tools that we use for the courses along the lines of scoring guides, rubrics, and self- and peer- evaluation. Samples of the course evaluation forms are included in Attachment 3.

Emphasis on Professional Development

Rapid and complex changes are hallmarks of today's schools. Effective response to these changes requires flexible, creative, and resourceful personnel who understand that their personal professional development as educators never ceases. Two features of the BCC Project are critical elements in developing this high standard in today's educators.

Sustained coursework: The current changes demanded of teachers are complex and require sustained practice and reflection for effective response and implementation of new learning. Traditional "one-shot" inservice formats cannot offer this sustained application of learning and consequently cannot promote durable results and changes in teacher practices. The weekly classes allowed the BCC Fellows over time to apply and reflect on what they were working on in class or through the readings and

assignments. Several previous participants have even returned to take the sequence again, redesigning assignments and course projects to meet their current needs.

Planned professional development: Effective professional development must be individualized and context sensitive. As a part of their deliberate professional development planning process, BCC participants completed and systematically updated a professional development planning log, using a set of Professional Development Roles and Task Descriptions, a tool developed and revised for the BCC Fellows. Examples of both of these planning tools are contained in Attachment 4.

Continuing Support: Throughout the course sequence each year, Schools Projects' Research Assistants acted as support liaisons to the Workgroups. Such support ranged from in-class advising on group projects to visits to schools and classrooms to provide more on-site types of technical assistance and problem-solving. These Liaisons also function as the practicum instructors of the preservice students in the class, and consequently they would have additional contact with current or previous BCC Fellows who had practicum students working in their classrooms. This Liaison support was also maintained in varying intensity, depending on the individuals, subsequent to their completion of the courses. We actively maintain these ongoing relationships through several means, such as using the classrooms as practicum sites, developing research relationships with schools and individual teachers; distributing updated Project materials, serving as a resource for new readings or information; and hosting annual reunions of past participants.

BCC Participants: The merging of perspectives

A third unique feature of the BCC Project design was the merging of each year's cadre of inservice/master's students, who were taking the sequence as part of their core requirements, with a large, heterogeneous group of family members and practicing educators, who were taking the sequence for inservice, professional development purposes. The "real-world perspective" brought to the class discussions and activities by these professionals was invaluable to the preservice students. Additionally, the BCC Fellows provided them with excellent role models of educators continuing their professional development. Finally, the preservice students were able to work as collaborators on a respectful footing with these new colleagues, both in their field-based student teaching experiences as well as in the cooperative learning groups in class.

Recruitment

Each Project year the recruitment of diverse BCC participants consisted of several approaches, ranging from published marketing brochures, to word-of-mouth information passed via former students/BCC Fellows, as well as through the Schools Projects' current relationships with school districts through other research and development activities. The brochures were distributed at conferences and statewide inservices, as well as through direct mail to local districts, general and special education administrators, and to all teachers who have been involved with previous activities. A sample recruitment brochure is included as Attachment 5. When the courses were added to the EDNET broadcast schedule, additional publicity was afforded through the Oregon State Department of Education mailings, EDNET broadcast mailings, state-wide administrator, family, and teacher conferences, and direct mailing to Oregon school districts active in the process of educational reform.

Table 3 indicates the number of BCC Fellows for each of the project years as well as the number of "other-funded" participants, i.e. those paying their own tuition or receiving support from school districts or other grant funding, during those same years.

Table 3: Number of BCC Fellows

	BCC Fellows	"Other-funded" Participants
1992-1993	20	21
1993-1994	12	48
1994-1995	19	59

Brief demographics of the three years of BCC Fellows are depicted in Table 4. Participants included parents, graduate and preservice students, as well as a wide breadth of general and special educators. It should be noted that during the year before the EDNET broadcast of the courses, the four participants from Bend and Medford drove 2½ to 3 hours *each way* to attend class weekly. Educators were encouraged to attend as building or district teams and to form work groups with those teams. Preservice and master's students who were completing practica were frequently assigned to work with teachers in these teams who were either simultaneously completing, or had previously participated in, the course sequence. For Fellows who attended as sole representatives of their districts or schools, field-based assignments were structured to require them to work in some capacity with others in their respective sites.

Table 4: Descriptions of BCC Participants

Project Year	Participant	Role	District/School
[redacted]	CH	Special education teacher	Bend/La Pine Buckingham Elem.
	VH	Special education teacher	Bend/La Pine
	LP	General education teacher	Bend/La Pine Buckingham Elem.
	DD	Educational assistant	Eugene 4J/Lane ESD Cal Young MS
	ASG	Itinerant special ed. coordinator	Linn-Benton Education Service District
	RL	Special education teacher	Mapleton Mapleton High School
	BM	Special education teacher	Fern Ridge SD
	AM	Educational assistant	Mapleton Mapleton High School
	RD	Special education teacher	Mapleton Mapleton Elem. & MS
	MT	Educational assistant	Mapleton/Lane ESD Mapleton HS/MS
	JL	Educational assistant	South Lane SD Bohemia Elem.
	BMcK	Special education teacher	Jackson Co. (Medford) ESD

Table 4: Descriptions of BCC Participants (continued)

[redacted]			
		4 Family members 4 professionals/students [2 Teachers, School for the Deaf; Physical therapist]	Salem, Lane ESD
[redacted]			
	Part-time, professional development	3 General Ed. Teachers	South Lane SD
		3 Special Ed teachers	Eugene 4J; Lane ESD; Mapleton SD
		1 Inclusion specialist	Lincoln Co. ESD
		1 Speech Therapist	Lane ESD
	Full-time graduate	8 Preservice/ master's students	
	Summer only	5 international or doctoral students	
[redacted]			
	SVG	Educational assistant	South Lane SD Bohemia Elem.
	ML	General education teacher	South Lane SD Lincoln MS
	AL	General education teacher	South Lane SD Bohemia Elem.
	DW	General education teacher	South Lane SD Lincoln MS
	MM	Educational assistant	South Lane SD Lincoln MS
	SS	Educational assistant	South Lane SD Lincoln MS
	BMcC	General education teacher	South Lane SD Bohemia Elem.
	DC	General education teacher	Creswell SD
	MK	Educational assistant	Sweet Home SD
	CP	Special education teacher	Junction City SD
[redacted]			
		1 Family member 1 General education teacher	Creswell SD
[redacted]			
	Part-time, professional development -- on campus	5 General Ed. Teachers	South Lane SD
		5 Special Ed teachers	Eugene 4J Springfield SD

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Table 4: Descriptions of BCC Participants (continued)

	Full-time graduate	5 Preservice/ masters' students 1 Doctoral student 2 other departments	
	Part-time, professional development – EDNET	30 students, including an administrator, general and special educators	Tillamook ESD, McMinnville / Amity SD; Gladstone SD; Wallowa SD
1994-1995			
	KC	General education teacher	South Lane SD Harrison Elem.
	MD	General education teacher	South Lane SD Harrison Elem.
	CMcK	Special education teacher	South Lane SD Bohemia Elem.
	SS	General education teacher	South Lane SD Harrison Elem.
	TS	Special education teacher	South Lane SD Bohemia Elem.
	SW	Special education teacher	South Lane SD Cottage Grove HS.
	KL	Special education teacher	Substitute
	MM	Special education teacher	Springfield SD
	MR	Pre-school educational assistant	Relief Nursery (for abused children)
	KS	General education teacher	Eugene 4J
	MS	Special education teacher	Substitute
	JD	Social worker	Lane. Co. Mental Health
	DF	Special education teacher	Substitute
[redacted]			
		1 Family member 3 Professionals [1 General & 2 special education teachers]	Bend (drove to campus) South Lane SD
[redacted]			
	Full- or part-time graduate	15 Preservice/ masters' students 1 Doctoral student	
	Part-time, professional development -- EDNET	43 students, including 2 administrators, general and special educators, speech therapist, & school counselors/ psychologists	St. Helens SD; Roseburg SD/ Douglas Co. ESD; Multnomah ESD; Madras SD; Jackson ESD; Astoria SD; Coos ESD; Klamath Falls SD

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PROJECT ACCOMPLISHMENTS

The BCC Projected was operated through three primary objectives: **Training, Ongoing Support** to the Fellows, and an extensive **Evaluation** component. All of the formative and summative evaluation systems were designed to maximize the following accomplishments. Table 5 provides a summary of the Project's Evaluation system with respect to three areas: (1) the BCC Fellows' participation in the courses, (2) BCC Fellows' accomplishments in affecting local change; and (3) changes in the project supports and course content and activities as a result of the Fellows' feedback regarding relevance to current and changing school reforms.

Table 5: BCC Project Evaluation System Summary

Project Goals	Project Accomplishments
FELLOWS	
1. Fellows participate in all BCC opportunities.	• The majority of Fellows completed the 4-course sequence. The Summer Workshop was effective as a "stand-alone" course for family members and students attending the summer session only. It also served as a starting point to recruit teachers into the upcoming school year sequence.
2. Fellows contribute to course content.	• Course evaluations were conducted at midterm and final week of class. Student feedback was considered and incorporated during annual course revisions.
3. Capacity building plans are accomplished.	• Individual action plans and related assignments were completed during the course of the classes, with the final assignment spring term being the development of a continuing professional development plan. Teachers whom we have worked with on an on-going basis have in many cases continued to build on these initial plans as well as develop broader team and school plans and activities.
4. Work samples reflect growth and high quality.	• Student work was of high quality and in particular, reflected growth in Fellows' ability to work in collaborative groups to develop a joint product. • Curricula and materials developed by the Workgroup described in the in-depth case study below were presented at a number of professional conferences and requested for inclusion in professional journals and texts.
5. Fellows rate Project as effectively preparing them.	• Comments from Fellows' course evaluations and from follow-up interviews are included below. • Eleven Fellows continued on to pursue master's degrees through the Schools Projects' graduate program.
AFFECTING LOCAL CHANGES	
1. Employers/school administrators rate Fellows as competent and effective.	• Graduates of the program consistently rate highly in employer follow-up evaluations. Additionally, an in-depth interview was conducted as part of the BCC Project evaluation with the special education administrator from a local district that has had a substantial number of both general and special educators participate.
2. Fellows are effective creators and users of local work groups.	• As learned from other Schools' Projects research activities, the durability of workgroups depends on a number of factors. Several of the initial BCC workgroups have continued throughout the entire time following participation in the courses. Others have formed and re-formed as discreet projects or activities have been identified. Other Fellows have implemented the collaborative workgroup strategy in new teaching positions or professional activities.

Table 5: BCC Project Evaluation System Summary (continued)

Project Goals	Project Accomplishments
3. Action agendas result in desired change.	• Fellows' reports following the implementation of the action agendas generally reflect that they were effective in initiating and/or following through with effecting local change. Those who felt that they were less effective were able to identify areas on which to build to become more effective in their contexts.
4. Fellows' colleagues report benefit and growth from work and groups' participation.	• Follow-up interviews, annual reunions, on-going work in Fellows' classrooms have provided the opportunity for this type of reporting and visible application of materials and processes learned through the BCC sequence.
5. Fellows' colleagues report that BCC participation is related to changes in supported education and community life	• Liaison logs and reports to Project meetings reflect observed and reported "ripple effects" of Fellows' activities subsequent to the course. Examples include the implementation of new transition planning procedures for 5th grade students and master's projects that contain interviews with teachers who work with BCC Fellows.
6. Local work groups endure throughout project period.	• Most participants completed all three courses during the school year, which featured the most powerful and on-going work group activity. Attrition was most frequently due to family/time constraints, but typically these Fellows continued working collaboratively with the continuing participants at their work sites.
7. Local changes endure throughout project period.	
8. Project support to local work groups decreases.	• Project support to specific activities initiated in the BCC Courses, such as the Physical Education curriculum developed by a work group, decreased appropriately during the year following the teachers' course participation. However, in other areas Project Staff involvement with groups was maintained, shifting focus as new reform and restructuring agendas evolved.
COURSES	
1. Fellows confirm relevance of course content to teaching and family life.	• Fellows were asked to continually identify topics, readings and activities to emphasize/de-emphasize according to their current contextual and professional needs. Fellows then systematically reported on the content's relevance through mid-term and final course evaluation opportunities. Additionally, follow-up interviews with BCC alumni asked them to evaluate this aspect in light of subsequent experiences.
2. Fellows confirm range, sequence and time given to topics is adequate to build competence.	• Activity plans and time allotment were announced and adjusted with the class at the start of each class. By the end of each term, groups that had not been accustomed to working together frequently requested more time to work on collaborative projects.
3. Fellows confirm relationship of course assignments, products, and activities complement classroom and family life experiences.	• Follow-up interviews indicate that Fellows continue to use course concepts, materials, and references and to disseminate them to colleagues and families.
4. Course assignments included in Work Sample Notebooks.	• Course assignments were designed so that the majority of individual assignments also formed components of and contributed to the term's collective workgroup project.

Table 5: BCC Project Evaluation System Summary

Project Goals	Project Accomplishments
5. Fellows complete or consult on assignments, products, and activities with enthusiasm and high quality.	• Several of the course assignments, such as writing multiple reflective teaching "slices", often initially caused some discomfort for the professionals due to the newness of constructivist teaching and reflective practitioner approaches. However, as the term progressed the Fellows responded favorably to the non-traditional assignments and activities as they understood their purpose. Probably the most challenging aspects of the course were technical and communication ones when working in small groups across EDNET's interactive equipment.
6. Fellows voluntarily describe how course content relates to their local schools and families.	• Both of these evaluative components (#6 & 7) are reflected informally through conversations in class, in assignments and reflective writings, as well as through contacts initiated by Fellows following completion of the course to discuss issues, request technical and/or resource assistance, and through Project staff involvement with area schools through other research activities.
7. Fellows describe how their knowledge and capacity are changing in both common sense and professional terms.	• Fellows also commented in the follow-up interviews about the broadening of their professional roles and capacity.
8. Class activities and Project meetings help staff to improve course content and nurture reflective practice and performance mastery in Fellows and other students.	• Project staff met at least weekly to review the status of the course, adjust assignments and materials, and to adjust the upcoming class agenda to clarify or expand on any issue or topic. • Staff also devoted several days each summer to reevaluate and redesign course content, activities, content sequencing, readings, and presentation materials based on participant and staff assessments, new publications and research, and changes in Oregon school reform legislation.

Data Sources

The BCC Project data sources and informational system included:

- University and Project course evaluation documents and procedures
- action research projects and professional development plans
- follow up interviews conducted using an interview guide

Descriptions of these evaluation systems follow and samples of the forms and materials are included in Attachment 3.

Course evaluation summaries

In addition to the standard University course evaluation procedures, project staff developed a set of evaluation documents and procedures to capture feedback from participants both as individuals as well as workgroup participants. During the final week of the course, students were asked for anonymous feedback using the BCC Course Evaluation Questionnaire. Demographic information concerning the participant's primary role in schools was requested to help us understand what different professionals indicated as the most/least useful features of the course were to them. Additionally, during the last class of the term, project staff left the classroom and one of the class members, often a doctoral candidate

assisting with the course or a Fellow participating for a second time, would lead a group course evaluation discussion covering course features such as content, format, readings and activities.

Follow up interviews

At the conclusion of the project staff conducted a series of 30-45 minute interviews with representatives from each year's cohort and one lengthier in-depth interview with an ongoing work group from the first year's Fellows. The interview guide is also included in Attachment 1.

THREE RESULTS

Based on these formative and summative evaluation strategies, the BCC project can be described as resulting in three categories of significant effect. We saw (1) the development of many new group practice and professional partnerships; (2) a substantially different commitment to ongoing professional development; and (3) "ripple" effects of the Fellows' learning extending into their school, districts, and communities. The following discussion includes comments from the post-project interviews that took place with participants from each of the three project years.

(1) Result: New group practice and professional partnerships

When asked the question "What stands out in your memory about the BCC Course?" virtually all of the interviewees first commented on the unusual mix of participants in the course, noting a variety of reasons for valuing this heterogeneity. Several participants commented on the importance of the multiple perspectives brought to topical discussions. A special educator who had been teaching for over seven years when she took the class mentioned that what stood out for her was

> *The perspective of the different teachers who had had the kids in their classrooms. Having a class with such a wide variety of professionals... there were the regular classroom teachers, the special education teachers... Speech and language... PE teachers? I mean that threw a whole other perspective into everything! Plus there were a few parents, or people who had had some sort of relation [who] actually had handicaps... that was the most helpful, besides the reading, having the discussions from so many perspectives, rather than just the special education professional perspective. And hearing a PE teacher who didn't agree with something that I thought was dynamite -- and then at the same time something that I thought "Oh that would never work" having a PE teacher again say "Well sure that would work! Why not?" It kind of opens up your whole mind.*

The three pre-service students who were interviewed also mentioned valuing the diversity of the class participants. One who had a background in general education noted

> *... the Families Class was the first class that I took in the sequence. And that really stands out in my mind. Because there was such a great mix there. There were students. There were parents. There were teachers. There were general ed teachers. There were special ed teachers. There were special ed teachers that weren't doing inclusion, that were just doing resource room stuff. And there were special ed teachers who were collaborating with general educators. So there was all that variety. And a lot of different issues came out through that class about inclusion and about family involvement.*

Another preservice student, whose professional background consisted of several years working as an educational assistant in self-contained classrooms for students with severe disabilities, added

I liked the demographics of the class participants. There were people of all ages and experience levels. And I believe also goals as to what they wanted to get out of the class. So it made it a real diverse experience. I got to hear people's experiences from all different levels.

A third preservice student who had only had limited volunteer experience in schools expressed

*I think it was really, really important that there were teachers, special ed teachers, general ed teachers, specialists. I think the mix was **really** important... it was important for grad students to get a sense of what was important to teachers, because we're going be out there. And at the same time, I think it was important for teachers to hear what we were learning. And what we saw as kind of the future of teaching. How it was going to change and what we were going to bring to it. And I think what that [mix] does, is it stops it from being too theoretical and too higher education oriented. It really is about what's going on in the field at the moment.*

A member of the first group to participate over EDNET was an experienced special educator, just shifting professional roles from self-contained classroom teaching to consulting with general education teachers. She also remarked that

I don't know if that was really an intent of the class, but I think that was one of the benefits of having the wide range of folks in the class that we did is that there were a lot of people in there that were working in [diverse settings]... they were regular classroom teachers with special needs students in their class. And they're saying "Well, how do you do this?" "How could you possibly do that?" Some of them were doing wonderful things too.

The contributions of talented and skilled educational assistants who participated in the course added still other perspectives to the course discussions and activities. Moreover, the assistants appreciated the opportunity to contribute in the context of the course where their observations and contributions were professionally valued, which is not always the case in schools. An educational assistant from the Year 1 cohort observed

But I was happy that they included some EAs in there because, you know, like it or not, that's who's doing most of the groups with most of the kids during the day... And it was nice that other people in the school, you know, [the PE teacher and the Adaptive PE Specialist] were taking it too. That made it more relevant. It seems like it would work better, if they could get groups of people from schools instead of just individuals. Because then you have a team that can work together at the school.

Several people noted that the diverse perspectives voiced during course activities, such as the readings discussions or group projects, honed their skills in analyzing and better articulating their personal educational philosophy, and also helped them to understand some of the realities of the classroom. One of the preservice students mentioned

I guess it's easier for me to describe what inclusion is. It's easier for me to talk about what my role is as a student and when I'm in my practicum... it's hard for me to go into classrooms and see some of the things that are going on. But in a way, it's easier for me not to judge -- people, judge teachers. Because I know a lot more about all the different dynamics that are involved in their job.

Another preservice student commented on the selection of articles and the Study Group discussions of them.

I also really liked that the readings were not always pro-inclusion ... they showed both sides of the debate around inclusion. And about some of the things they are teaching. And I think that's really important. That people get a sense of, not everyone agrees with this...and here's what [others] are saying. Because that's the only way that then I can articulate why I like something or why I don't

like something.. I have to have a counter argument... And I can't articulate it unless I can know what people's concerns are.

Yet as powerful as the learning was for the participants in the area of collaboration and group work, it was also clear to the project staff and students, through both the ongoing formative and summative data, that this objective of the sequence and course design represented a significant challenge for many of these adults.

Well, in the class, we were always in groups and so I was constantly working with people. It's hard. I mean, it's really hard and there was certainly times when it was just like, "Why are they making us do this?" "I hate this." "I just want to..." "Just tell me how to do the assignment and I'll figure it out."... "And give me my grade." So it's a real process. It's interesting to think back on. We ask kids to do it, but we don't necessarily know how to do it ourselves. So it really pushes you to ... "Practice what you teach." [But] I like being on teams. I mean, I really like it.

(2) Result: Ongoing professional development

The BCC course sequence and activities were designed based on two important principles. First, traditional "one shot," or even short sequence, inservices rarely result in training that changes or enhances teachers' abilities. There is no sustained or contextualized application opportunity with this type of training in which participants can try out or "practice" the new knowledge or tools and discuss or receive feedback on the results. The second premise is that *good teachers never stop learning*, and personnel preparation programs must actively instill both the ethic and an organizing framework that encourages teachers' ongoing pursuit of professional development. The post-project interviews include reflections in these two areas of applied learning opportunities and future professional planning.

Ongoing professional development of the current practitioners: During the three years of the project, 18 educators from the Lakeville County School District participated in the courses. We have described the participation of one of the District's schools, Cloverleaf Elementary, in more depth below. An administrator from the district office who is responsible for planning special education staff development opportunities commented about the course sequence

I like the immersion component. I think that's when in staff development, for me, you look at immersion in whatever it is -- and long term. One shot deals really don't work.

Yet while valuing this approach to extended inservice training, this administrator also remarked on the challenge of getting educational personnel to make a voluntary commitment to such sustained participation.

The only draw back for the long term is people are unwilling or afraid to make the commitment. We've heard that at the district level too, because we've structured some inservice opportunities for people that go for a semester or trimester or whatever and the feedback that we've gotten in the last few years is, "I can't make that much of a commitment." "Give me it in a nutshell and let me go on." So we're working with trying to balance that, too.

The educational assistant who participated the first year discussed this issue from the staff perspective.

I thought it was a great idea to do that [include EAs in the courses] because I'm not sure that parents are always aware of how much or how little time that the kid actually spends with the classroom teacher in a lot of the rooms, you know. And with the cutbacks that [the districts] have made, there's not really any other avenue for training for a lot of the folks working in the rooms. So

you know, that was good. I mean, even if they offered some sort of an abbreviated training course... even if it was in the summer... I think would be nice too. Because I don't think you're gonna get many people to commit to a year long.

Project staff recognize the reality of the busy work life of teachers and their families and continue to develop options for staff development that are responsive to these time constraints and yet do not compromise what we have learned about effective and less effective inservice strategies. For example, we are continuing to improve upon effective and meaningful combinations of a video version of the course content, engaging assignments and paced activities, and "live" project liaison support to video students. Typically, video coursework has not tended to be a particularly effective mode of delivering inservice training, due possibly in some degree to "television watching" behaviors, lack of person-to-person accountability, delayed feedback, and the lack of spontaneous opportunities to discuss or analyze problems and issues.

Another issue that has historically had an impact on participation in higher education professional development activities is that of external incentives. These incentives have typically consisted of two types: (1) "step" pay increases based on accumulated graduate-level credits, and (2) course credit requirements for licensure renewal, which in Oregon vary substantially depending on the teaching license held. In the first case, recent salary negotiations in the face of tighter school district budgets have frozen, or even lowered, the cap of these step increases. Combined with a teacher work force of relative longevity, the result is a large body of educators who have "maxed" out on the pay scale increases, and thus have lost this incentive to pursue further higher education.

Secondly, in a more positive light, the Oregon Teacher Standards and Practices Commission (TSPC), the state's licensing body, is in the midst of redesigning Oregon's licensure structure for all teachers, to bring it into better alignment both with current state reforms as well as broader reforms and professional standards, such as those described in the National Board for Teaching Standards. This redesign will include an emphasis in supporting the development of teachers throughout their careers to respond to changes in students, schools, and society. Consequently, after initial preparation, an important requirement for teachers to qualify for license renewal will be ongoing professional development activities and plans. A significant component of such activities will likely be applied, field-based experiences in conjunction with higher education coursework to enhance educators' capacity to respond to their individual contexts. These changes in licensure design should have substantial impact over the next five to ten years in the professional development activities of Oregon's educators.

Ongoing professional development of the BCC preservice participants: As a major component of the preservice training program, students complete a Program Task Log at least four times. Using an organizing framework of Professional Roles and Tasks, this Log assists the student in documenting past experiences and identifying areas to pursue in the future. This iterative process is underscored by the analogous Professional Development Roles and Tasks that the BCC Fellows use in the spring course to identify their subsequent professional development plans. The preservice students thus have these teachers as role models and can witness examples of the kinds of future professional goals they might pursue. Each of the three preservice students interviewed identified professional areas that they are considering pursuing in the next three to five years.

The student with the most general education background volunteered

I thought I would like to have my own school at some point... But I'm not sure that I have the skills or the determination to go through all the red tape... Writing some children's books is something that I see myself doing in the future. I guess, more collaboration is what I'd like to do...and more

networking, 'cause I feel like the experience that I had when we did the curriculum group was really good. Because you just get somebody that's on the same page as you and is into the same kinds of ideas and you just kind of grow and build. Like we just kept snowballing. So to get a whole bunch of people like that in some kind of a forum. Be it a newsletter, or you know, conferences a couple of times a year. I think that would be very interesting and I'd like to be involved in stuff like that.

The preservice student who had just completed his first year of teaching in a self-contained classroom of students with severe disabilities recognized the limitations of his current teaching position without voicing the often typical feelings of powerlessness to make changes.

I don't plan on teaching in a self-contained room forever. In fact, I envision myself in three more years, to move onto something else in teaching or maybe even administratively. I would like to stay at the high school. I know I'm improving in [curriculum development]. *I think I'll improve a lot more as I get to understand computers. And developing things that aren't so "hokey pokey" on the computer [for students with substantial cognitive disabilities].... that's something I want to deal with the next few years. And then if I get into administration, I would like to change a lot of things as far as special ed classrooms and how the rest of the faculty has to deal with them.*

The most recent graduate specifically brought up the Professional Development Planning Log in the course of the interview.

I've been doing those since before the class. Because as a master's student, we do those anyway. But, it is a really helpful tool because you look back on it and you're like, "Oops, forgot to do that." Or "Why didn't I touch on that." "What happened there?" And at the same time, it's nice to look back on it and say, "Yea, I really did work on this and I made this a goal and I did it." You know, "I kept going with it." So I think it's a really good reflective tool, to work with.... I think it's so important for teachers to have some way to evaluate how [and] what you've been doing for a year. And maybe you know, after every term go back and say, "What were my goals for this term and did I accomplish those?" "Did that work?"

This student reflects the type of attitude that we would hope to instill in graduates, an attitude that we indeed believe will become the hallmark of tomorrow's good teachers.

BCC as professional development recruitment: Finally, the BCC course sequence was very successful in its effort to recruit practicing educators into master's degree programs in special education. At least 10 participants who were either funded directly through BCC or had other funding sources, subsequently entered master's programs. Most have completed or are nearing completion of their degrees, including one of the educational assistants from Funding Year 1 who returned to complete a B.A. and is now in the final year of a Speech Pathology master's and credential program. Still other BCC alumni have returned to repeat the courses, either designing individually relevant assignments and activities and/or functioning more as an experienced "team leader" in many of the work group activities.

(3) Result: Ripple effects

Effective professional development should result in extended effects across both the educator's individual practice as well as the larger spheres of building, district and community. In responding to the question if they had observed any changes as a result of their participation, BCC alumni commented on a variety of examples.

A special educator, who subsequently shifted districts and into a new role of special education coordinator, was able to reflect on both contexts.

We started immediately implementing things that we had learned and being able to discuss that with other people. Or going in and saying " You know, I read something. Tell me what you think about it." And some of the other teachers would start it. Yeah I saw a lot of changes happening. In fact, this past year, I went back and talked a lot to R.L., [another teacher] who was in the class with us. I saw her in lots and lots of different places. And she was always telling me what she was doing and how it was changing. She was able to get more students -- because she's at the high school level they tend to ship their students off to their little special ed rooms -- she was able to get them more integrated into the regular classrooms.

She continued with observations on her own practice in her new setting.

First of all I find that in some ways I work better with parents of handicapped students because I'm more willing to give... whereas before the class I wouldn't have tried to be so sympathetic. I feel like I gain more respect from the parents because I do try it their way first...

... one thing that the class did was give examples that were helpful, especially for me, because I am new enough -- especially according to all the other teachers -- that I don't have the experience of all the years of dealing with kids. So when I was able to take an example that somebody else gave of what worked, and say, "This has worked in such-and-such a classroom. Let's try it, and what part do you think you could work in this classroom?" You know, as far as the class itself, that's what I got out of it, was listening to everybody else, and I remember -- again, those PE teachers struck me – L. and J. -- I mean they just, they struck me because it was such a different area that they were working in. And I remember them more than once taking an article, and reading something, and brainstorming their own ideas from it saying "Maybe it could work. What would work?" And going for it, and then coming back and sharing what did and didn't work. And that was very, very valuable.

Practicum students often find themselves in awkward situations where on one hand they are supposed to have "state of the art" knowledge and skills and on the other typically have little currency in actually having an impact on classrooms because they are, in reality, novices -- and temporary ones at that. However, one of the preservice participants reported

I think I made a pretty strong change in the first grade I was working in [in my first practicum]. I guess primarily with the one-on-one assistant who is assigned to, you know, the "Velcro person" for this child. Because I would discuss the stuff that we were talking about in class to her and I think it kind of filtered through in the way she acted. And you know, we talked about the "Velcro syndrome". And she became very conscious of that. And I guess maybe modeling for the first grade teacher how I designed lessons around that small reading group that she gave me. I haven't really been back there to watch to see what impact that had, but I felt at the time, I was modeling a lot for her, in terms of how she could include this child in the reading group and different ways to incorporate technology so that this child could participate verbally, whatever, communicate with the rest of the group.

Another participant, who was shifting from a self-contained teacher into an itinerant consultant role, described slightly subtler ripples that she was aware of.

I'm not really involved with the curriculum [design] myself. But with the IEP module that was done for the class, I try to keep a mental image of that because I really liked that model. I try to keep a mental image and when I sit down in IEP meetings with teachers, I'm not the one that's empowered as far as writing the IEP, but I can give a lot of input. And I try to give input along the guidelines of how that IEP module is set out.

She also mentioned that many of the teachers that she was working with were really struggling, and she suggested trying to make more ripples!

> *And I think ... there should be something done where some of the students from this class get some ideas and maybe do some inservice training with other teachers in their school districts that haven't been able to come to this class. To try and spread the knowledge around a little bit. Because I'm working with a lot of teachers that are just scared to death. They don't know what they're gonna do or how they're gonna do it with these kids. And I'm helping special ed teachers that have had a [self-contained] classroom program or a resource room. But at a place where they've been housed, that they've been working out of, that they've drawn children to their classroom, but they still have a base of operation. And now they're all of a sudden being thrown into more of a consultative model. Not told how to do that or given a good model of doing it. Part of this whole inclusion thing.*

More Ripples: Two Case Studies

Two brief case studies, one concerning an elementary school staff and the other focusing on the work of a pair of teacher participants, together illuminate many of the collaborative goals, professional development, and ripple effects that we believe have been instrumental in building these teachers' capacity for effecting significant, visionary and durable change in their districts as a result of their participation in the BCC Project.

Cloverdale Elementary School

In providing a brief case history of Cloverdale Elementary School, we are not suggesting that it is typical of all of the workgroups formed through the project. We have included this story because the participation of heterogeneous groups of educators from this school and district over three years in the BCC Courses taught us much about designing effective professional development and the possibilities of teacher working groups to support school restructuring.

1992: ***In 1992, two general educators and an educational assistant from Cloverdale enrolled in the BCC Course and formed a Teacher Work Group.*** *Their participation in the course received strong support from their principal who was an active educational leader. They supported one another in their learning, worked on projects at school together, invited other teachers to observe the new ideas they tried in their classrooms, shared ideas with other teachers over lunch and at meetings, joined the site council, and worked with other teachers to write school change grants. One of the work group members collated an annotated bibliography of all the course readings and materials and made them available to the school and the district.*

Over the year they recruited an additional group of five teachers and educational assistants to enroll in the BCC course for 1993. They also advertised the course at other local schools. A team of educators from the middle school planned to attend the BCC Course in 1993.

By the end of the year they had stopped meeting as a separate group. Instead they supported one another to actively participate in a number of school and district based groups, e.g., site council, district inclusion task force and grade level curriculum teams.

1993: ***A second team joined the BCC Course, formed a work group and acted in much the same way as the first group.*** *Group 1 and Group 2 members began to cooperate informally in many forums across the school day and term. They were able to provide assistance and modeling to other teachers and educational assistants about inclusion. The teachers from both groups became cooperating professionals for master's students, thus giving pre-service trainees the*

opportunity for practicum experiences in inclusive classrooms and working through issues together. They cooperated with the team from the local middle school and developed a transition plan with them for students with disabilities moving up to the middle school. Teachers from one other local elementary school were recruited to the program.

1994 ***A third team joined the BCC Course and formed a Work Group.*** *Group 1, 2 and 3 members began to cooperate in forums across and within schools. The teachers in the groups continued as cooperating professionals for preservice students, including one who had originally participated through the pilot EDNET distance learning broadcasts. The educational assistant from Group 1 joined the BCC Project Staff, while simultaneously beginning her bachelor's and Speech Pathology degrees. A middle school teacher from Group 2 entered the master's program administered by the Schools Projects and subsequently repeated the course with different assignments and activities.*

Throughout this period, Cloverdale Elementary School worked consistently on renewal, reform and restructuring while receiving ongoing support from the BCC Course and teacher work group members. The teacher work groups from Cloverdale, in turn, supported other school-based participants and master's students in the BCC Course. At the same time, they assisted us to better understand school change and systemic inclusion and to refine our understandings of teacher work groups. Figure 1 illustrates the increasing action of the BCC Fellows within the school.

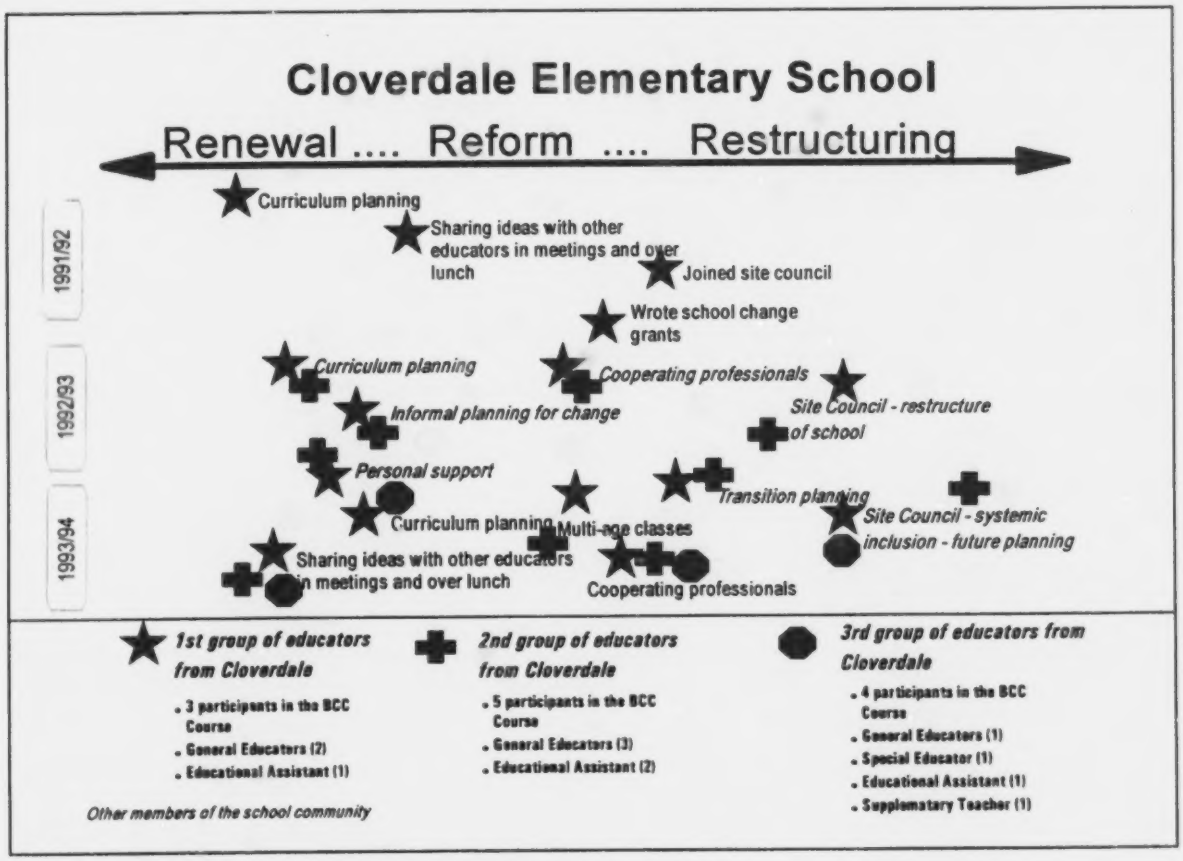
Cloverdale Elementary School
Renewal .... Reform .... Restructuring
1991/92
1992/93
1993/94
Curriculum planning
Sharing ideas with other educators in meetings and over lunch
Joined site council
Wrote school change grants
Curriculum planning
Cooperating professionals
Informal planning for change
Site Council - restructure of school
Personal support
Transition planning
Curriculum planning
Multi-age classes
Site Council - systemic inclusion - future planning
Sharing ideas with other educators in meetings and over lunch
Cooperating professionals
1st group of educators from Cloverdale
• 3 participants in the BCC Course
• General Educators (2)
• Educational Assistant (1)
2nd group of educators from Cloverdale
• 5 participants in the BCC Course
• General Educators (3)
• Educational Assistant (2)
3rd group of educators from Cloverdale
• 4 participants in the BCC Course
• General Educators (1)
• Special Educator (1)
• Educational Assistant (1)
• Supplemetary Teacher (1)
Other members of the school community

Figure 1: Increasing Action of the BCC Fellows Within the School

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Break the Rules and Everybody Plays

The following overview is but one of the fuller examples that would have been descriptive of many of the teachers newly collaborating together during the sequence and continuing that working relationship beyond their year as Fellows. This Year 1 middle school workgroup exemplified the merging of general and special education knowledge, instructional strategies, and curriculum design, as well as their on-going professional development efforts to broaden the effects of their work to other schools and communities as a whole.

1992: ***In 1992, three educators from Auden Middle School enrolled in the BCC Course and formed a teacher work group.*** *The group consisted of the experienced -- but new to the building -- PE teacher, the district Adaptive PE specialist (also with 20 years experience), and an educational assistant working with the county's self-contained classroom located at Auden for10-12 students with severe disabilities. The 450-student school also contained a resource room and the district's self-contained program for 25+ students with mild disabilities. During the course of the year, the team created and implemented an unusual, integrated softball unit based on the curriculum design, grouping, and instructional principles covered in the BCC class. A BCC liaison attended the-weekly planning meetings and facilitated the project.*

1993: ***The two teachers continued to collaborate to develop a basketball unit.*** *Continuing with the concepts developed in the softball unit, the teachers designed a new basketball unit, adding components and activities that they hadn't had time to include before. A main topic of the almost weekly discussions was how the itinerant Adaptive PE specialist could influence the other general education PE teachers she worked with around the district. Liaison support was faded to just touching base periodically and to collaborating with the teachers to present their work-in-progress, entitled* "Break the rules and everybody plays", *at a state special education conference.*

1994: ***The teachers have continued to work together and to do professional presentations.*** *With but a small amount of BCC liaison support, the teachers continued to meet in order to continue both their work in the classroom and to prepare a presentation for AAHPERD, the national conference of Physical Education teachers. Their session was well attended and resulted in offers to present nationally at other state conferences and to include their materials in at least two publications.*

In summing up their experiences of their participation in the course sequence and their three year collaboration, J. and L. shared the following conversation.

J. What I've always done is go around in schools -- met with teachers and looked at what was happening in the programs to see how we could accommodate kids with disabilities. and my approach always ended up -- almost always ended up - functionally changing it specifically for one kid -- you know what were the adaptations that would happen for this one kid.... And it just didn't even occur to me -- it occurred to me but I didn't think it would be possible to change it all -- to make the whole thing more accommodating.

L. Well we both had similar, some similar views, but we both had some very different points of view as well. And I think it was due to the nature of our jobs. J. was a consultant-type person that came in from the outside, and I was the person that was out there everyday working with kids. But once J. and I, through the BCC Fellowship, I got to thinking about it. She saw the number of kids I had at Auden, and my concern that I felt I wasn't meeting their needs the way I should be as a teacher. And wanting to do better, but I wasn't sure where to start. That's where the Fellowship became real, real

positive for me. Because it got me around other people who work with special needs kids, and the whole philosophy about special ed and the transition it was going through at the time, seemed to fit with me and my philosophy as a teacher in terms of being accommodating, putting kids in their own regular school, just that whole emphasis in the course.

And then being able to take [the course] with J., and then our collaboration on working on two projects on two different years where we took what we learned in the course work and applied it to an actual teaching situation where we worked with kids 2-3 days a week, for a whole trimester, you know, 12 -14 weeks, made a situation where we could apply what we were learning in a methods-type situation and apply it with kids and at the same time it brought J. and I closer together in terms of understanding each other and working because we were a collaborative model in ourselves. Again, we used the collaborative model in the coursework through the BCC. That whole emphasis of that coursework was collaboration and how you can get other people on board to support what you wanted to do when you were out there going back to your individual teaching/working situation, whether you were an EA., whether you were a teacher, whether you were a consultant, and how you could apply and those people on board with you to work in this collaborative model. By J. and I doing that, it helped us learn to understand each other better, and when we had two people here who had strong opinions -- although we agreed on things, we had some things we didn't agree on -- I think we came a lot closer together when we actually had to work with each other on a day to day basis. And I think that's where we grew to understand each other better, because she had some real good ideas I was able to get from her, and I hope she got some ideas from me, and at the same time we got ideas from kids! Which has universal application in her job and my job.

J. *I'm always using the stuff when I go to other schools, and I can say to this new teacher in all honesty, "Well! Something that they're doing at another school or something that I've seen a teacher do..." I used to kind of make that up! you know, but it was [just] my idea. It's true, which I suppose makes it more valid, it's been tried in the field and you know that it works....*

Summary and conclusion

We began the BCC Project with the understanding that the inclusion of students of all types of diversity into general education contexts and the community as a whole could succeed either as strictly a civil rights agenda or as an issue "owned" solely by special education. Thus the project was originally conceived to assist the teachers and families of students with severe disabilities to learn about new teaching practices and school reform and restructuring and to help them apply these practices and knowledge in their classrooms, schools, and communities. The participation in particular of many gifted, thoughtful and dedicated teachers in the BCC Project has taught us much. We suggest the following six principles on which to base ongoing efforts in the areas of personnel preparation and staff development to effect the outcome of the meaningful inclusion of all students in their learning communities.

1. **Integration doesn't work, but inclusion does.**
   To be "integrated" one must first be segregated, yet special educator advocacy that focuses primarily on the right to access provides little direction for achieving meaningful learning outcomes in general education settings. Rather, achieving true, systemic inclusion requires a process of meshing general and special education reform initiatives and strategies to achieve a unified system of public education that incorporates all children and youth as active, fully participating members of the school community; that views diversity as the norm; and that maintains a high quality education for each student by assuring meaningful curriculum, effective teaching, and necessary supports for each and every student.

2. **Systemic inclusion requires a shift from individual practice to group practice.**
Neither special education nor general education can achieve these systemic changes on its own; furthermore, neither can individual teachers working, teaching and planning by themselves. Rather, designing curriculum to meet the needs of all children in a classroom, planning the teaching and supports required, and delivering the instruction necessitates the combined expertise of heterogeneous groups of teachers sharing in a collective enterprise.

3. **Inclusion will only succeed within the context of overall school reform and restructuring.**
Schools are currently organized based on deep rooted assumptions that separate and track children according to presumptions about ability, achievement, and eventual social contribution. The successful inclusion of all learners requires systemic restructuring that begins with student diversity and creates many opportunities and locations for all students to learn and to apply that knowledge in their broader community contexts.

4. **Family involvement is crucial to these reinvented schools.**
Families not only will have greater official roles in tomorrow's schools, e.g. serving on site councils, but the learning enterprise must be a constant conversation between students and teachers, school personnel, families and community members to share the construction of learning, to understand and document personalized accomplishments and to adjust supports when needed in a fluid and dynamic way.

5. **Higher education and teacher licensure must also restructure.**
The meshing of general and special education -- and the blurring of the previously discreet roles of each -- necessitates the redesign of both preservice and inservice curricula for education personnel. Tomorrow's educators must respond to a broadened definition of teacher roles and demonstrate capacity that includes multi-theoretical fluency, creative problem-solving, reflective and inquiry-based teaching, and self-management. The dynamic nature of this process suggests that the traditional division of training into preservice and inservice components may no longer be as viable as perhaps it once was.

Effective teachers are life-long learners.
Expanding the capacity of teachers to teach students with disabilities is not a one-time event that can occur before a teacher enters the field nor even after a teacher has been practicing for some time. All educators must demonstrate an on-going pursuit of professional development that includes sustained, teacher-directed, and applied learning experiences.

Project Impact

Throughout this Special Projects activity, in addition to the direct Liaison and technical support mentioned previously, project staff created many and varied opportunities to extend the impact of and recruitment for the project through (1) teaching activities (e.g. inservices, workshops, institutes, and presentations), (2) development and dissemination of products and publications, and (3) the creation of subsequent activities and projects. This section summarizes these activities.

Teaching Activities

Throughout the period of the project, staff shared information both about the structure of this unique professional development opportunity as well as the actual content developed and refined for the courses. Several of these activities were short inservices focusing on a single element of the content covered in the sequence; others were presentations at professional conferences focusing on higher education personnel preparation innovations. Table 6 summarizes these activities.

Table 6: 1992-1995 BCC Workshops and Presentations

"The Real Challenge of Inclusion." Taught by Dianne Ferguson. March 1995. Georgia.

"Bursting Bubbles." Taught by Dianne Ferguson, Ginevra Ralph and Jackie Lester. 3-Day Staff Training series, South Lane School District. Dec. 7, 1994; Jan. 18, 1995; and March 29, 1995. Cottage Grove, Ore.

"Getting a Little Help From Your Friends: Teacher working groups, school changes and teacher learning." Presented by Dianne Ferguson. 1994 TASH ANNUAL CONFERENCE. December 9, 1994. Washington DC.

"Inclusive Curriculum and Teaching: Key pieces to the puzzle." Presented by Dianne Ferguson. 1994 TASH ANNUAL CONFERENCE. December 8, 1994. Washington DC.

"Is It Inclusion Yet? Bursting the Bubbles." Keynote Address presented by Dianne Ferguson at the FLORIDA INCLUSION CONFERENCE. November 10, 1994. Tampa, Florida.

"Marrying School Reform and Inclusion." Taught by Dianne Ferguson at the ARC of Ohio Training Institute, Aug. 19, 1994. Columbus, Ohio.

"How can research help us to reach the goal of one society for all?" Panel discussion with Dianne Ferguson as Chair. Participants: Dr. Marten Soder, Sweden; Dr. Rannveig Traustadottir, Iceland; Dr. Thakur Hari V. Parsed, India; Dr. William Roland, South Africa at the INTERNATIONAL CONFERENCE: BEYOND NORMALIZATION TOWARDS ONE SOCIETY FOR ALL, June 3, 1994. Reykjavik, Iceland.

"From normalization, mainstreaming, and integration to supported community membership: The path to educational inclusion." Presented by Dianne Ferguson at the INTERNATIONAL CONFERENCE: BEYOND NORMALIZATION TOWARDS ONE SOCIETY FOR ALL, June 1, 1994. Reykjavik, Iceland.

"Inclusive Schools." Presented by Dianne Ferguson and Michael Peterson at the INTERNATIONAL CONFERENCE: BEYOND NORMALIZATION TOWARDS ONE SOCIETY FOR ALL, May 31, 1994. Reykjavik, Iceland.

Table 6: 1992-1995 BCC Workshops and Presentations (continued)

"Do you see what I see? Exploring perspectives about disability." Presented by Dianne Ferguson at the SEVERE HANDICAPS ALLIANCE FOR PUBLIC EDUCATION (SHAPE) 94 CONFERENCE, May 18, 1994. Edmonton, Alberta Canada.

"So what's an inclusive school?" Presented by Dianne Ferguson at the SEVERE HANDICAPS ALLIANCE FOR PUBLIC EDUCATION (SHAPE) 94 CONFERENCE, May 19, 1994. Edmonton, Alberta Canada.

"Redesigning High Schools Piece by Piece: Teaching strategies for students in transition." Taught by Ginevra Ralph, Cleo Droege, and Sharon Ballou-Mefford. Oregon Department of Education Inservice. April 20, 1994. Pendleton, Ore.

"What is the point?: Some thoughts on intervention and membership." Presented by Dianne Ferguson at the VISION & STRATEGIES FOR INCLUSIVE EDUCATION CONFERENCE, March 5, 1994. Atlanta, Georgia.

"Cooperation in Teacher Education: Building the Learning Community" Presented by Mary Dalmau, Cleo Droege, Gwen Meyer, Ginevra Ralph, Linda Randall at the International Conference, International Association for Cooperation in Education (IASCE). July, 1994. Portland, OR

"Teaching in Hard Times: Making classrooms work for all kids (& staff).' Taught by Mary Dalmau, Cleo Droege, and Gwen Meyer. A Cooperative Workshop for the Taft Elementary/Middle School. February 18, 1994. Lincoln City, Ore.

"The Puzzle and the Pieces: Conversation with Sitka School District educators." Presented by Ginevra Ralph. Sitka School District Inservice. February 18 and 19, 1994. Sitka, Alaska.

"What in the world do I teach these kids?: Tailoring curriculum for all learners." Presented by Dianne Ferguson, Cleo Droege, Gwen Meyer, and Ginevra Ralph at THE OREGON CONFERENCE, Feb. 5, 1994. Eugene, Ore.

"Break the Rules and Everybody Plays!: Middle school PE for all students." Presented by Ginevra Ralph, Lee Temple, and Joan Kelly at THE OREGON CONFERENCE, February 4, 1994. Eugene, Ore.

"Learning together, working together: Preservice and inservice educators designing inclusive classrooms together." Presented by Dianne Ferguson, Gwen Meyer, Ginevra Ralph, and Chris Willis at THE OREGON CONFERENCE, February 4, 1994. Eugene, Ore.

"Curriculum and instruction: supporting students in inclusive schools." Presented by Dianne Ferguson. MAJOR CONFERENCE, OHIO DEPARTMENT OF EDUCATION. November 19, 1993. Cincinnati, Ohio

"Policy issues: Certification practices and how this could be played out differently." Presented by Dianne Ferguson as part of a Specially Organized Session on Personnel Preparation at the 1993 TASH ANNUAL CONFERENCE. November 4, 1993. Chicago, Illinois.

"Why integration doesn't work: Dimensions in the reaction of 'bubble' and 'Velcro' kids." Presented by Dianne Ferguson as part of a specially Organized Session on School Inclusion at the 1993 TASH ANNUAL CONFERENCE. November 4, 1993. Chicago, Illinois.

"Building Capacity for Change: A higher education strategy for preparing teachers for inclusive schools." Presented by Dianne Ferguson with Philip Ferguson and Ginevra Ralph at the 1993 TASH ANNUAL CONFERENCE. November 5, 1993. Chicago, Illinois.

Table 6: 1992-1995 BCC Workshops and Presentations (continued)

"Inclusive Schools." Presented by Dianne Ferguson with Virginia Roach and panelists from Colorado, Oregon and Washington at the NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION 1993 ANNUAL CONFERENCE. October 23, 1993. Portland, Oregon.

"Celebrating Diversity, Ed 503." Taught by Dianne Ferguson, Ginevra Ralph, and Christopher Willis. Three Day Summer Institute, August 9-11, 1993. Boise, Idaho.

"Supporting Students in Inclusive Schools." Taught by Dianne Ferguson, Gwen Meyer, Lysa Jeanchild, and Mary Dalmau. Week Long Summer Institute, July 19-23, 1993. Cincinnati, Ohio.

"Supporting Students in Inclusive Schools." Taught by Dianne Ferguson, Gwen Meyer and Lysa Jeanchild. Week Long Summer Institute, July 12-16, 1993. Hillsboro, Ohio.

"Supporting Students in Inclusive Schools." Taught by Dianne Ferguson and Eileen Rivers. Three day Summer Institute, June 22-24, 1993. New Orleans, Louisiana.

"Inclusion: What It Is & What It Isn't." Taught by Michael Young. ARC CONFERENCE, May 30, 1993. Bend, Ore

"Getting on With It." Taught by Dianne Ferguson. MARYLAND COALITION FOR INTEGRATED ED, March 27, 1993. Baltimore, Md.

"Getting on Inclusion: Three Strategies for Teachers." Taught by Dianne Ferguson. SASED - West Region, February 26, 1993.

"How to Move From a Stump to a Plus Without Going Ballistic." Taught by Ginevra Ralph, Michael Young, Chris Willis and Gwen Meyer at the OREGON CONFERENCE, Feb. 4, 1993. Eugene, Ore.

"Curriculum Day at Obsidian Middle School." Taught by Dianne Ferguson OBSIDIAN MIDDLE SCHOOL, Dec. 5, 1992. Redmond, Ore.

"The Nitty-Gritty of School Inclusion in Emerging America 2000 Schools." Presented y Gwen Meyer, Dianne Ferguson, and Chris Willis at the 1992 TASH ANNUAL CONFERENCE, Nov. 20, 1992. San Francisco, Calif.

"Getting a Little Help From Your Friends: Using the Working Committee Strategy to Improve School Inclusion of Students with the Most Severe multiple and Medical Disabilities." Taught by Dianne Ferguson, Michael Young and Christopher Willis at the 1992 TASH ANNUAL CONFERENCE, Nov. 19, 1992. San Francisco, Calif.

"Teaching Diverse Groups of Learners." Taught by Chris Willis at the OREGON DEPARTMENT OF EDUCATION INCLUSION CONFERENCE. Nov. 6, 1992. Portland, Ore.

Products and Publications

The following publications and products were developed and/or revised in conjunction with the BCC Project.

Table 7: Products and Publications Related to BCC

TITLE	PRODUCT
Rivers, E. S., Ferguson, D. L., Lester, J., & Droege, C. A. (1996). Student membership snapshots: An ongoing problem-finding and problem-solving strategy. Module 4E. Eugene, OR: Specialized Training Program, University of Oregon.	Schools' Projects module and teaching materials used and reviewed during the BCC Project. Available through STP.
Ferguson, D. L. (1996) Fred, he comes and he goes, too.	Article in preparation.
Ferguson, D. L. (1995). The real challenge of inclusion: Confessions of a "rabid inclusionist." *Phi Delta Kappan, 77*(4), 281-287.	Journal article
Ferguson, D. L. (1995). National trends in teacher licensure. *Common Ground.* No. Brunswick, NJ: The Arc of New Jersey.	Organization publication
Katul, N. (1995) Inclusion Specialists: Are they really fostering inclusion? Eugene, OR: Specialized Training Program, University of Oregon.***	Master's Project
McKinley, B. (1995) Including Students with Severe Disabilities in the Elementary Classroom: A review of two teaching strategies. Eugene, OR: Specialized Training Program, University of Oregon.***	Master's Project
Cameron, S. J. (1994) What is an Inclusion Specialist? A preliminary investigation. Eugene, OR: Specialized Training Program, University of Oregon.***	Master's Project
Ferguson, D. L., Ralph, G., Meyer, G., Willis, C., & Young, M. (1993). *The elementary secondary system: Supportive education for students with severe handicaps. Module 1d: Individually tailored learning: strategies for designing inclusive curriculum.* Eugene, OR: Specialized Training Program, University of Oregon.	Schools' Projects module and teaching materials used and reviewed during the BCC Project. Available through STP.
Berres, M., Ferguson, D, Knoblock, D., & Woods, C. (in press). *Creating tomorrow's schools today: Stories of inclusion, change, & renewal.* NY: Teachers College Press.	Book chapter
Ferguson, D. L. (in press). Is it inclusion yet? Bursting the bubbles. In M. Berres, D. Ferguson, D. Knoblock, & C. Woods (Eds.) , *Creating tomorrow's schools today: Stories of inclusion, change and renewal.* NY: Teachers College Press.	Book chapter
*Ferguson, D. L., & Ferguson, P. M. (1995). The interpretivist view of special education and disability: The value of telling stories. In T. Skrtic & E. Gickling (Eds.), *Exploring the theory/practice link in special education.* New York, NY: Teachers College Press.	Book chapter
Ferguson, D. L. & Meyer G. (in press). Creating together the tools to reinvent schools. In M. Berres, D. Knoblock, D. Ferguson, & C. Woods (Eds.) , *Creating tomorrow's schools today: Stories of inclusion, change and renewal.* NY: Teachers College Press.	Book chapter
*Ferguson, D. L., & Ralph, G. (1995). Special education. In B. A. Thyer, & N. P. Kropf (Eds.), *Developmental Disabilities: A Handbook for inter-disciplinary practice, (pp. 202-216).* Cambridge, MA: Brookline Books.	Book chapter

Table 7: Products and Publications Related to BCC (continued)

TITLE	PRODUCT
*Ferguson, D. L., Willis, C., & Meyer, G. (1996). Widening the stream: Ways to think about including "exceptions" in schools. In D. Lehr & F. Brown (Eds.), *People with disabilities who challenge the system,* (pp. 99-126). Baltimore: Paul H. Brookes.	Book chapter
*Ferguson, P.M., & Ferguson, D. L. (1993). The promise of adulthood. In M. Snell (Ed.) *Instruction of students with severe disabilities,* 4th Edition, (pp. 588-607). Columbus, OH: Charles Merrill.	Book chapter
*Ferguson, D.L. & Ralph, Ginevra (in press). The changing role of special educators: A development waiting for a trend. *Contemporary Education.*	Book chapter
Ferguson, D. L. (1994). Magic for teacher work groups: Tricks for colleague communication. *Teaching Exceptional Children,* Fall (pp. 42-47).	Journal article
*Ferguson, D. L. (1994). Persons with severe developmental disabilities: "Mainstreaming" to supported community membership. In T. Husen and T. N. Postelthwaite (Eds) *The International Encyclopedia of Education, 2nd Edition.* Pergamon Press.	Encyclopedia article
*Ferguson, D. L.(1993) Is communication really the point? Some thoughts on where we've been and where we might want to go. In L. Kupper (Ed.), *The Second National Symposium on Effective Communication for Children and Youth with Severe Disabilities: Topic papers, readers' guide & video tape.* McLean, VA: Interstate Research Associates.	Published keynote address
Ferguson, D. (1994) Is communication really the point? Some thoughts on intervention and membership. *Mental Retardation, 32*(1), 7-18.	Journal article
Ferguson, D. L., & Baumgart, D. (1992). Partial participation revisited. *Journal of the Association for Persons with Severe Handicaps. 16*(4) (pp. 219-227).	Journal article
Ferguson, D.L., Meyer, G., Jeanchild, L., Juniper, L., & Zingo, J. (1993). Figuring out what to do with grownups: How teachers make inclusion "work" for students with disabilities. *Journal of the Association for Persons with Severe Handicaps, 17*(4), 218-226.	Journal article
Ferguson, D. L., & Ryan-Vincek, S. (1992). Problems with teams in special education: From technical solutions to reflective practice. *Journal of Learning About Learning. 5*(11).	Journal article

*A copy of this document is provided in the supplementary volume of this report. Copies may be obtained from the Schools Projects,(STP) University of Oregon

ASSURANCES

In accordance with the federal dissemination requirement (20 U.S.C. 1409 (g)), we have mailed this report (without Attachments) to the following:

HEATH Resource Center
One Dupont Circle, Suite 800
Washington, D.C. 20036-1193

National Clearinghouse for Professions in Special Education
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22314

National Information Center for Children and Youth with Disabilities (NICHY)
P.O. Box 1492
Washington, D.C. 20013-1492

Technical Assistance for Parent Programs Project (TAPP)
Federation for Children with Special Needs
95 Berkeley Street, Suite 104
Boston, Massachusetts 02116

National Diffusion Network
555 New Jersey Avenue, NW
Washington, DC 20208-5645

ERIC/OSEP Special Project
ERIC Clearinghouse on Handicapped and Gifted Children
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Child and Adolescent Service System Program (CASSP)
Technical Assistance Center
Georgetown University
2233 Wisconsin Avenue, NW, Suite 215
Washington, D.C. 20007

Northeast Regional Resource Center
Trinity College
Colchester Avenue
Burlington, Vermont 05401

MidSouth Regional Resource Center
Florida Atlantic University
1236 North University Drive
Plantation, Florida 33322

South Atlantic Regional Resource Center
The Ohio State University
700 Ackerman Road
Suite 440
Columbus, Ohio 43202

Mountain Plains Regional Resource Center
1780 North Research Parkway
Suite 112
Logan, Utah 84321

Western Regional Resource Center
College of Education
University of Oregon
Eugene, Oregon 97403

Federal Regional Resource Center
University of Kentucky
114 Porter Building
Lexington, Kentucky 40506-0205

Great Lakes Area Regional Resource Center
700 Ackerman Road, Suite 440
Columbus, OH 43202

Attachment 1

Interview Guide

How to See Good Places:
A Visit Guide

Observer _____

School _____

Principal _____

Total # of Students _____

Total # Staff _____

Grades _____

Date(s) of visit _____

_____

Developed by Caroline J. Moore, University of Oregon, June 1995

Please Do Not Duplicate

Version 2.0

What Is the Visit Guide?

- A tool to help understand and appreciate the complexities of restructured school environments and to describe them in a way that provides useful information for yourself and others attempting to facilitate similar school reforms.
- A framework for creating a portrait of a school in a short time—to capture the culture and essence of a school.

What Isn't the Guide?

- a checklist
- an evaluation instrument
- a gauge of "how inclusive" a school is

How to Use the Guide

1) Read through the entire booklet before beginning any visits.
2) Use Part I for note taking while in the school (you will be skipping around, so that's why you need to know what's in here).
3) Use Part II for your extended notes after leaving the school.

4) Pay particular attention the portions in bold type, especially if you can only visit the school once.

Setting Up Your Visit

- Call the school, talk to the principal; explain your purpose in visiting
- Ask for permission to wander around, if possible
- If wandering is not possible, ask the principal to make up a schedule that includes:
  - several classrooms (preferably 1/3 of the school's classrooms)
  - lunchroom
  - staff room
  - attending a meeting (staff, site council, teams)
  - talking to teachers, educational assistants, parents, students (?)

Beginning Your Visit

- Check in at the office
- Meet with the principal
  - share the Guide
  - explain your purpose

PART ONE: YOUR VISIT

(take notes on this part of your visit)

What is the mission of the school? (write it here)

Where was it displayed?

What other indications are there of the school's mission?
(e.g., staff mention it, it appears in several places, etc.)

What does the principal say about the school?

Write down what you see in the hallways:
(e.g., signs, pictures, rules, announcements, student art work, etc.)

Write down what you heard people say about the school:

Notes about meetings:
(e.g., leadership shared? decisions democratic, consensual? climate comfortable, strained? time spent efficiently?)

Hours of school operation: _____

Hours school is open for use: _____

Length of periods:

Who moves? Students, staff, both?

Note anything unusual or innovative about school's structure:

42

For each classroom you visit, complete a *Classroom Observation Sheet.*

EVALUATION PRACTICES

Comments

WHAT

Students:

- student tests
- curricular-based
- portfolios
- outcome-based
- grades, points, descriptive adjectives

HOW USED

- grouping
- tracking
- link to outcomes, benchmarks
- demo progress
- create competition
- create cooperation

Teachers:

How are they evaluated by superiors?

How are they evaluated by peers?

School:

How does the school determine if its mission is being met?

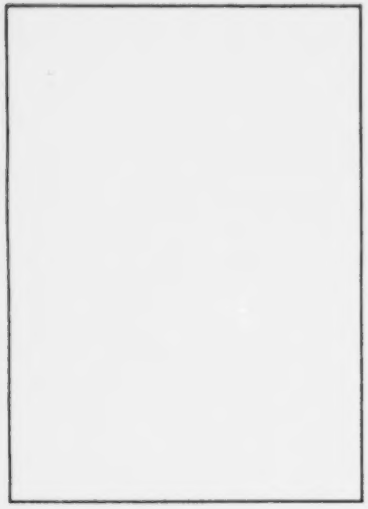
43

How does the school decide on changes/improvements?

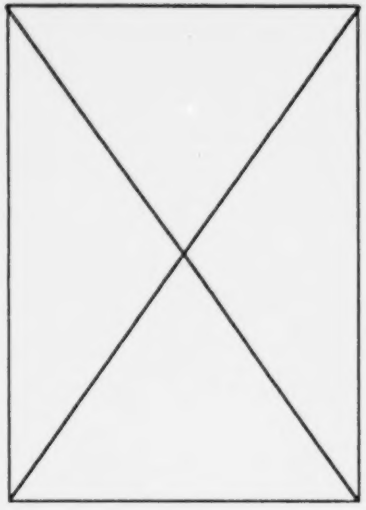
Classroom Observation Sheet

Teacher: _____ Grade(s): ___ # Students: ____

Draw the room arrangement



Write down what's on the walls



Teaching *(traditional, didactic, interactive, materials innovative?)*

Learning *(active, accommodations for different styles, groupings homogeneous or heterogeneous, cooperative, planned, spontaneous, systematic information collection?,*

Teachers *(one adult; more? students act as teacher?)*

Evaluation practices

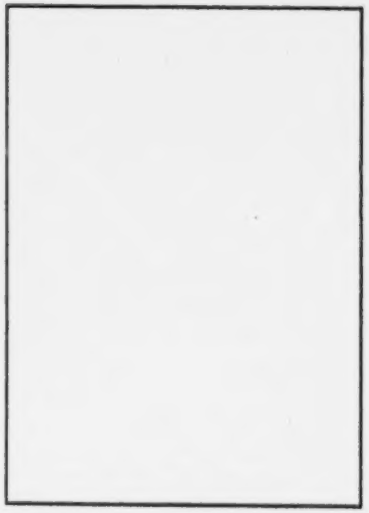
Three adjectives that describe this classroom: 1. _____

2. _____ 3. _____

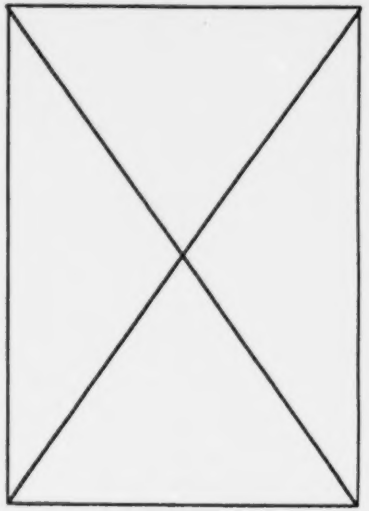
Classroom Observation Sheet

Teacher: _____ Grade(s): ___ # Students: ____

Draw the room arrangement



Write down what's on the walls



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Learning *(active, accommodations for different styles, groupings homogeneous or heterogeneous, cooperative, planned, spontaneous, systematic information collection?,*

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Evaluation practices

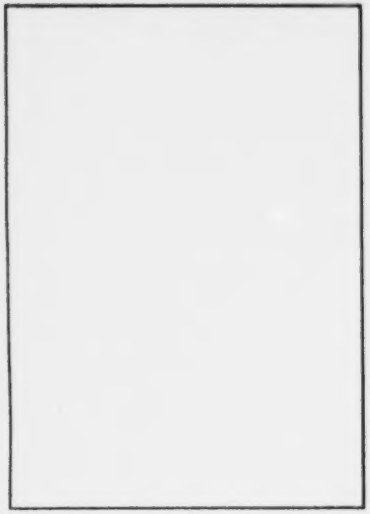
Three adjectives that describe this classroom: 1. _____

2. _____ 3. _____

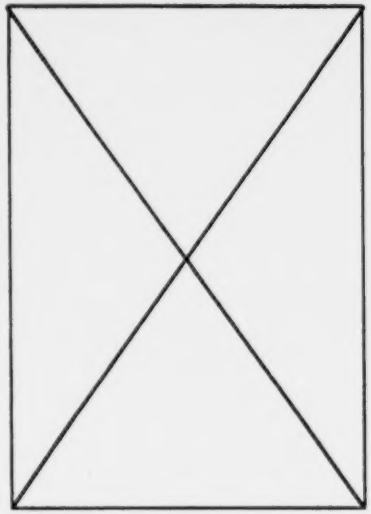
Classroom Observation Sheet

Teacher: _____ Grade(s): ___ # Students: ____

Draw the room arrangement



Write down what's on the walls



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Learning *(active, accommodations for different styles, groupings homogeneous or heterogeneous, cooperative, planned, spontaneous, systematic information collection?,*

Teachers *(one adult; more? students act as teacher?)*

Evaluation practices

Three adjectives that describe this classroom: 1. _____

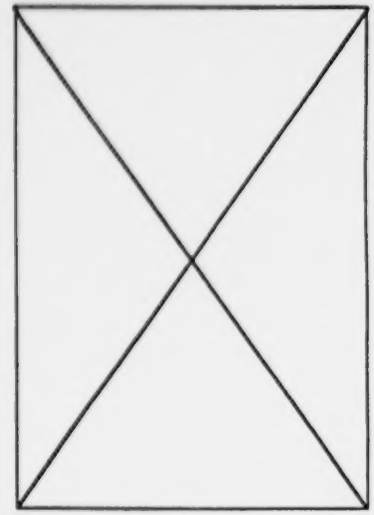
2. _____ 3. _____

Classroom Observation Sheet

Teacher: _____ Grade(s): ___ # Students: ____

Draw the room arrangement

Write down what's on the walls



Teaching *(traditional, didactic, interactive, materials innovative?)*

Learning *(active, accommodations for different styles, groupings homogeneous or heterogeneous, cooperative, planned, spontaneous, systematic information collection?,*

Teachers *(one adult; more? students act as teacher?)*

Evaluation practices

Three adjectives that describe this classroom: 1. _____

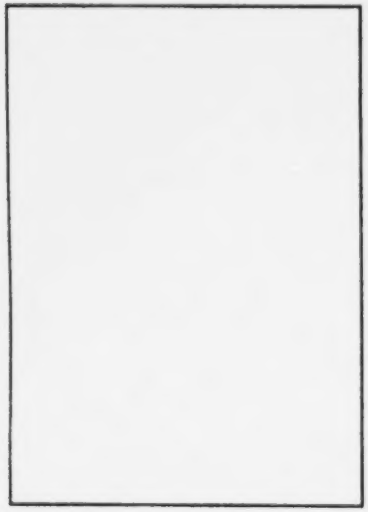
2. _____ 3. _____

PART ONE

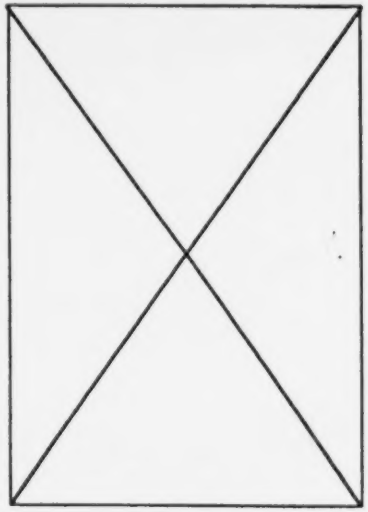
Classroom Observation Sheet

Teacher: _____ Grade(s): ___ # Students: ____

Draw the room arrangement



Write down what's on the walls



Teaching *(traditional, didactic, interactive, materials innovative?)*

Learning *(active, accommodations for different styles, groupings homogeneous or heterogeneous, cooperative, planned, spontaneous, systematic information collection?,*

Teachers *(one adult, more? students act as teacher?)*

Evaluation practices

Three adjectives that describe this classroom: 1. _____

2. _____ 3. _____

PART TWO: SCHOOL PORTRAIT

(complete this portion as soon after visit as possible—your impressions and recollections should be fresh)

Part two is where your will record your extended notes on the visit. You will be painting a portrait of the school with words. Be as descriptive as you can.

This part has been organized by Eisner's (1988) five dimensions of schooling (described below). For each dimension, there is a section with sentences for you to complete, and a section that asks specific questions. There is also a Summary page.

Five Dimensions of Schooling

Intentional - the goals or aims of a school. The mission is the public aim. Sometimes there are unstated intentions.

Structural - how the school building and the days are divided. The important matter is whether these structures serve the aims and needs of teachers & students.

Curricular - what is taught, what is learned, how teaching/learning interact, whether what's taught is relevant, how accommodations are made.

Pedagogical - teachers' styles, materials, outcomes—how well matched to students' needs, to strengths & weaknesses of both.

Evaluative - how judgements are made about performance & progress. Do evaluation procedures further above dimensions or are they unrelated?

Intentional

What I learned was . . .

How I felt was . . .

I want to explore, work more with . . .

Does the school mission reflect an acceptance of & commitment to all children? Did you see it reflected in behavior?

How did your sense of the school match with written materials?

What evidence did you see that this is a "student-centered" school?

Questions remaining?

50

Structural

What I learned was . . .

How I felt was . . .

I want to explore, work more with . . .

How do classroom arrangements facilitate learning (or do they)?

Did you get a sense of flexibility (teachers, students, principal)?

Does structure of day encourage/discourage teacher collaboration?

How are developmental differences accommodated?

How are other differences (cognitive, physical, language, etc.) accommodated?

51

Curricular

What I learned was . . .

How I felt was . . .

I want to explore, work more with . . .

Curriculum content: based on current, research innovation?

Related to, support of school mission? How or how not?

Connected subject-to-subject? how facilitated?

Fun, exciting, challenging for all?

Curriculum delivery: student-initiated?

Prevalence, quality, outcomes of small group activities

Responsibility for one's own learning & that of others nurtured?

Students and teachers respected? (always? never?)

What is not being taught? What values are evoked through what is and is not taught?

Pedagogical

What I learned was . . .

How I felt was . . .

I want to explore, work more with . . .

Are teaching styles suited to the subject matter, size of group, students' level of understanding?

How metaphor, illustration used?

How is student problem solving taught?

How is love of learning instilled?

Do rooms lend themselves physically to variety of learning modes, activities? How?

Are all students engaged, supported?

What do kids have to say about their school?

How are teachers supported through staff development?

Evaluative

What I learned was . . .

How I felt was . . .

I want to explore, work more with . . .

How is success determined? Is it easy, challenging?

How is failure determined? Is it easy, difficult?

What covert messages are being conveyed by the types of evaluative information collected?

messages of support?

messages of enthusiasm?

messages of cooperation or competition?

Does testing open new possibilities or close doors?

SUMMARY

My overriding impression of this school was . . .

The most innovative practice I saw was . . .

If I could go back, I would look for/ask . . .

Additional comments/observations:

Attachment 2

Memo Summary of Annual Revision Process Syllabi

MEMORANDUM

July 10, 1995

RE: Account of the curriculum revision/redesign process for the BCC course sequence

Objective: As part of the course evaluation and redesign process for the three BCC courses held during the regular the school year, Schools Projects staff will assess the course content, readings, activities, structures, processes, assignments, presentations, and student evaluations as whole in order to plan the full 1995-1996 course year. [The analysis of the content and assignments will also be referenced to the TSPC course content matrix to check for accountability to the licensure-approved courses.]

Planning Process:

1. Three meetings were held to coordinate the subsequent 4-hour design team planning meeting. The first and third of these planned conceptual framework and some process. The second generated ideas for working documents to be used during the meeting to record the ideas and discussion.

2. The syllabi for each course for each of the three years were divided and color-coded according to: readings, content, in-class activities, video segments, assignments, course objectives.

3. Dianne drafted a philosophical framework/logic statement and some sample course assignment/activity ideas and adjustments as examples.

4. All materials such as student course evaluations, Training meeting minutes, actual class proceedings/minutes, "brainstorming memos", TSPC content matrix, and worksheets were prepared.

Meeting Process: Dianne plus all available course assistants

I. Introduction/overview of agenda and purpose of process
   A. Review of posted materials, ex: TSPC matrix, work sheets
      1. Questions to be addressed: have we inadvertently omitted out essential content as we have changed the courses over the years? Are we meeting current TSPC regulations? Are there SPED/SHL issues which pre-service students need to have addressed, but not necessarily in this course sequence any longer?
   B. Reactions to the past few years: issues and questions:
      1. Why did some things change, change focus/sequence, get dropped? The content is good but the sequencing of ideas and content is critical. We may have lost some stuff that we shouldn't. Keep the skeleton and flesh it out. It's interesting to trace the changes and developments of assignments.

II. Logic framework for the courses: Continuing Professional Development

A. Staff read "Overall Logic" concept memo and four "Priority Learner Outcomes" for the participants.
   1. Ongoing note taking under Issues & Considerations and Tasks

B. Discussion on CPD & framework, developed from Dianne's work with the State CPD panels (50% teacher representation): notes
   1. Constitutes a possible monograph; basis of new grant.
   2. The current Task Log is actually a skill list for the Learner Outcomes.
   3. It would be great to get more of the administration, site council reps behind the CPD and Professional Development Planning of this content and sequence.
   4. Group learning is a powerful aspect of the course structure and learning process.
   5. The framework & outcomes form a really strong beginning to understand the reasons for course construction, assignments, activities: maybe we should TEACH/ present the logic as part of the introduction to the course.
   6. We could use the outcomes as a rubric for the portfolio students develop at the end of each term, if we use that as an assignment.
   7. This will really help with rearranging the components of the courses, (perhaps repeating some of them throughout the year as things develop for individual teachers)

C. Assignments & Activities
   1. As we review the notecard with the different course elements & as ideas come up during the discussion, we will capture them in the three areas of Course Content, Practice/application, and Evaluation (this will come after the others are in place)
   2. Small groups worked on each of the course syllabus "chunks" – the week-by-week content plan from each of the 3 years to compare & rearrange
   3. Notes on the worksheets posted around the room reflect initial brainstorming and capturing of ideas of how to sequence and thread content across the year.

D. Tasks assigned
   1. Staff were then assigned tasks, e.g. the next round of planning out the content, readings/discussions, TSPC updates.
   2. Next meetings scheduled to elaborate curriculum.

University of Oregon
College of Education
Division of Special Education and Rehabilitation
Area of Developmental Disabilities

Fall 1994

Course Number: SPER 697

Course Title: Curriculum Planning I

Instructor:
Dianne Ferguson
1791 Alder (white house)
346-2491
diannef@oregon.uoregon.edu

Teaching Assistants:

Ginevra Ralph	Diana Oxley
1791 Alder	1791 Alder
346-2492	346-2489

Work Group Facilitators:

Gwen Meyer	Mary Dalmau
1791 Alder	STP Trailer
346-2494	346-0732
Cleo Droege	Jacky Lester
1791 Alder	1791 Alder
346-2493	346-2493

Time & Location:
Tuesday 5:30 - 8:20
IMC studio classroom
EDNET 1 downlink sites

Course Description:

As part of a year-long sequence on the inclusion of all students in general education, this first course initially establishes a foundation for discussion grounded in the history of general and special education; an analysis and curricular implications of the terms "mainstreaming", "integration", and "inclusion"; and the current local, state, and federal educational reform efforts in all areas of education. The course progresses to activity- and interest-based assessments applicable to all students to help drive teaching decisions, with specific practice for those students who are particularly puzzling to class participants. At the same time we will explore the design of

integrated, collaborative curriculum and mixed-ability group teaching strategies designed to maximize the involvement of all students in a classroom. Finally, we will develop meaningful, personalized education plans for including students with diverse learning needs within those curricula.

Course content, activities and assignments have been designed so that you will:

1. Design "personalized" curriculum for all students.
2. Apply mixed-ability and cooperative-learning teaching strategies to include all students.
3. Do an activity-based assessment/discussion (HAI/D) with at least one student and explore approaches for applying the assessment to all students in a class.
4. Practice writing dynamic, meaningful IEP goals and objectives using Individually Tailored Educational Reports.
5. Practice evaluating published curricular products for both special and general education in terms of their applicability for specific students.
6. Develop collaborative teaching plans from curricular aims and activity-based goals.
7. Be able to articulate state and national educational reform agendas and their respective implications for today's classrooms.

Course Outline:

DATE	TOPIC
9/27	Introductions. Course Logistics, Formats & Overview
10/4	Reform "Maps" & Formation of Study Groups
10/11	On Reform, Integration, Inclusion & Mainstreaming, AND. . .
10/18	. . .Implications for Curriculum & Teaching
10/25	Curricular Frameworks & Creating a Composite Case Example
11/1	Ability-based, Activity-based, & Functional Assessment. Learning History Log
11/8	Annual Curriculum Planning
11/15	Brainstorming Teaching Plans
11/22	Developing "Personalized" Curriculum
11/29	Using the Individually Tailored Education Report (ITER)
12/6	OPEN

Course Requirements:

1.	Class Participation -- group and self-appraisal	20%
2.	Assessment & Learning History Assignment	20%
3.	Collaborative Curriculum Development Project	10%
4.	ITER development	10%
5.	Small between- and in- class assignments	10%
6.	First school/classroom profile	10%
7.	Teaching slices (3)	20%

Readings:

Readings for the course include: (1) one required and three optional books, all available at the UO Bookstore, (2) Schools Projects modules which can be purchased through class, (3) a Readings Packet also available at the Bookstore, and (4) others readings that emerge. All readings materials will also be available on reserve in the Schools Projects office at 1791 Alder. You can arrange with Myrna in the Schools Projects office to read the articles in the office, or to make your own personal copies. Weekly assignments will be announced in class to help you plan your reading. EdNet participants should make arrangements to secure readings with Myrna Zitek, (503) 346-2488 or Cleo Droege (503) 346-2493.

In UO Bookstore

Ferguson, D.L. (1987). *Curriculum decision-making for students with severe handicaps: Policy and practice.* New York: Teachers College Press.

Noddings, N. (1993). *The challenge to care in schools: An alternative approach to education.* New York: Teachers College Press.

Armstrong, T. (1994). *Multiple intelligences in the classroom.* Alexandria, VA: Association for Supervision & Curriculum Development.

Brooks, J. G., & Brooks, M. G. (1993). *The case for constructivist classrooms.* Alexandria, VA: Association for Supervision & Curriculum Development.

In Class (or through the mail)

Ferguson, D. L., Ralph, G., Meyer, G., Willis, C., & Young, M. (1993). *The elementary secondary system: Supportive education for students with handicaps. Module 1d: Individually tailored learning: Strategies for designing inclusive curriculum.* Eugene, OR: Specialized Training Program, University of Oregon.

Ferguson, D. L., Jeanchild, L., Todd, A., Willis, C., Young, M., Meyer, G., & Ralph, G. (1993). *The elementary secondary system: Supportive education for students with handicaps.*

Module 2b: Achieving Balance: Strategies for teaching diverse groups of students. Eugene, OR: Specialized Training Program, University of Oregon.

In the Reading Packet

Anthony, R. J., Johnson, T. E., Mickelson, N. I., & Preece, A. (1991). Portfolio assessment: Data gathering-a classroom approach. In R. Anthony, T. Johnson, N. Mickelson, & A. Preece (Eds.) *Evaluating literacy: A perspective for change,* pp. 25-33. New Hampshire: Heinemann Educational Books, Inc.

Armstrong, T. (1994). *Multiple intelligences in the classroom* (Chapter 3 & 6). Alexandria, VA: Association for Supervision & Curriculum Development.

Brooks, J. G., & Brooks, M. G. (1993). *The case for constructivist classrooms* (Chapter 9). Alexandria, VA: Association for Supervision & Curriculum Development.

Cohen, E. G. (1991). Strategies for creating a multi-ability classroom. *Cooperative Learning. 12*(1), pp 4-7.

Collicott, J. (1991). Implementing multi-level instruction: Strategies for classroom teachers. In Porter, G. & Richler, D. (Eds.). *Changing Canadian schools: Perspectives on inclusion and disability,* pp. 1-18. North York: Ontario, Canada. The Roeher Institute.

Duckworth, E. (1991). Twenty-four, forty-two, and I love you: Keeping it complex. *Harvard Education Review. 61*(1), pp. 1-24.

Ferguson, D. L., Meyer, G., Jeanchild, L., & Zingo, J. (1992). Figuring out what to do with the grownups: How teachers make inclusion "work" for students with disabilities. *Journal for Persons with Severe handicaps, 17*(4), 218-226.

Fogarty, R. (1990). Ten ways to integrate curriculum. *Educational Leadership* (October). 61-65.

Fullan, M. G., & Miles, B. M. (June 1992). Getting reform right: what works and what doesn't. *Phi Delta Kappan.* (pp 745-752).

The National Association of State Boards of Education (October 1992). Winners all: A call for inclusive schools. *The Report of the NASBE Study Group on Special Education.* Alexandria, VA.

Nodding, N. (1993). Excellence as a guide to educational conversation. *Teachers' College Record. 94*(4) pp. 730-743.

Schnorr, R. (1990). "Peter? he comes and goes...": First graders' perspectives on a part-time mainstreaming student. *The Journal of the Association for Persons with Severe Handicaps. 15*(4), pp. 231-240.

University of Oregon
College of Education
Division of Special Education and Rehabilitation
Area of Developmental Disabilities

Winter 1995

Course Number: SPER 698

Course Title: Curriculum Planning II

Instructor:
Dianne Ferguson
1791 Alder (white house)
346-2491
diannef@oregon.uoregon.edu

Teaching Assistants:
Ginevra Ralph
1791 Alder
346-2492

Jackie Lester
1791 Alder
346-2495

Work Group Facilitators:
Gwen Meyer
1791 Alder
346-2494

Cleo Droege
1791 Alder
346-2493

Mary Dalmau
STP Trailer
346-0732

Susan Brengelman
895-4402

Debbie Meagher

Time & Location:
Tuesday 5:30 - 8:20
IMC studio classroom
EDNET 1 downlink sites

Course Description:

Curriculum Planning II continues the curriculum development and collaborative planning strategies to create effective learning opportunities for all students, K-12, including students with very diverse learning needs. We will examine the flexibility of standard, published curricula and their applicability for enriching, expanding, adapting, overlapping and embedding curricular aims for individual students within heterogeneous/mixed-ability classrooms. The final third of the term will build teachers' capacity to provide direct and indirect student supports needed to create inclusive classrooms and communities, including communication, emotional and behavioral, physical and health, and family and cultural supports.

Course content, activities and assignments have been designed so that you will:

1. Practice designing lessons and units that are integrated across content areas and able to accommodate a wide range of student diversity.
2. Practice writing dynamic, meaningful IEP goals and objectives using Individually Tailored Educational Reports.
3. Practice evaluating published curricular products for both special and general education in terms of their applicability for specific students.
4. Prepare a content area presentation in collaboration with colleagues.
5. Create detailed accounts of classroom teaching/learning events.
6. Practice observing and reacting to different physical & medical student support needs.
7. Identify and access the range of communication supports and resources available to teachers and students.
8. Identify and access the range of behavioral & emotional supports and resources available to teachers and students.

Course Outline:

DATE	TOPIC
1/3	Brainstorming Teaching Plans
1/10	Documenting Student Learning
1/17	Curriculum Content Areas: Reading & Language Arts
1/24	Curriculum Content Areas: Maths & Sciences
1/31	Curriculum Content Areas: Social Studies/History
2/7	Curriculum Content Areas: Arts
2/14	Providing Additional Physical & Medical Supports
2/21	More on Physical & Medical Supports
2/28	Providing Additional Communication Supports
3/7	Providing Additional Emotional & Behavioral Supports
3/14	Providing Family & Cultural Supports

Course Requirements:

1.	Class Participation -- group and self-appraisal	20%
2.	Composite Class Notebook	25%
3.	Curriculum Content Area Presentation	25%
3.	3 narratives classroom teaching life	20%
4.	Positioning & handling activity	10%

Assignments 1 & 2 are collaborative in nature. Group members will assess each other's roles and contributions as part of the assignment evaluation. Assignments 3 & 4 are individual although each student will have the opportunity to provide self appraisal of individual assignments.

Readings:

Readings for this second part of the course sequence include:

(1) two books available at the UO Bookstore, one optional, one required.
(2) Readings Packets available at the UO Bookstore, and
(3) we will also continue with the readings from Fall

All readings materials will also be available on reserve in the Schools Projects office at 1791 Alder. You can arrange with Myrna Zitek in the Schools Projects office to read the articles in the office, or to make your own personal copies. Weekly assignments will be announced in class to help you plan your reading.

In UO Bookstore

Optional Batshaw, M.L., & Perret, Y.M.. (1992). *Children with disabilities: A medical primer.* 3rd edition. Baltimore, MD: Paul H. Brookes. ($28 *[$21 used]*)

Required Dewey, J. (1938). *Experience and Education.* New York: Collier Books. ($4.95)

In Reading Packet

Ault, M. M., Graff, J. C., & Rues, J. P. (1993). Special Health Care Procedures. In M. E. Snell (Eds.), *Instruction of Students with Severe Disabilities* (pp. 215-247). New York: Macmillan.

Crossley, R. (1990). Communication training involving facilitated communication. In *Australian Association of Special Education*, (pp. 11). Canberra: (conference handout).

Duckworth, E. (1986). Teaching as research. *Harvard Educational Review*, 56(4), 481-495.

Ferguson, D. (1994). Is communication really the point? Some thoughts on interventions and membership. *Mental Retardation, 32*(1), 7-18.

Horner, R. H., O'Neill, R. E., & Flannery, K. B. (1993). Effective Behavior Support Plans. In M. E. Snell (Eds.), *Instruction of Students with Severe Disabilities* (pp. 184-214). New York: Macmillan.

Moskowitz, B. A. (1978). The acquisition of language. *Scientific American*, 239(5), 92-108.

Mustonen, T., Locke, P., Reichle, J., Solbrack, M., & Lindgren, A. (1991). An Overview of Augmentative and Alternative Communication systems. In J. Reichle, J. York, & J. Sigafoos (Eds.), *Implementing Augmentative and Alternative Communication* (pp. 1-38 (289)). Baltimore: Paul Brookes.

Ryan, K. (1993). Mining the Values in the Curriculum. *Educational Leadership*, 51(3), 16-18.

Composite Classroom Case Example Assignment

SPER 698: Curriculum Planning II, Winter '95

Last term you formed a study group and began to build a composite classroom. By the end of term you had

- described a group of students (the Composite Classroom Profile)
- completed HAID summaries on some students and for the class as a whole
- competed Learning History Logs on some students
- practices designing at least one period of lessons that integrated subject matter

You turned in all of these documents (or at least most of them) in your notebooks at the end of Fall term.

During the course of the term you will receive lesson examples -- derived and designed by each Curriculum Content Area Group -- to tailor to your composite class. For each example, we will expect you to use tools such as the Brainstorming Teaching Plan to tailor the lesson content and formats to all the different students in your classroom. ***Your Notebook will include some record of this tailoring discussion either on a Brainstorming Teaching Plan summary, or on a blank piece of paper.***

We will also expect you to use the ITER format to document your tailoring for those students who either require such documentation all the time (they are "officially-designated IEP students") or other students that you decide require such documentation either all the time or for particular subject areas or lessons. ***Your Notebook will include these ITER documents for at least 4-5 students planning experiences in each of the lessons examples provided.***

In some cases, your composite classroom examples and students may bear close enough resemblance to real students in your classrooms that you will be able to actually use the ITER documented plans to teach. In these cases, you should record what happens on the ITER in your Composite Classroom Case Example Notebook.

At the end of term we will collect the Notebooks from each Work Group. We will expect to find the following:

1. Composite Classroom Profile, updated as necessary.
2. HAID summaries on individual students.
3. Learning History Logs on some students.
4. Records of brainstormed teaching plans for each example presented by the Curriculum Content Area groups.
5. ITER examples that include tailoring of lesson examples for at least 4-5 students
6. **A group reflective summary of the usefulness of the tools used for expanding, enriching, adapting, overlapping and embedding curriculum content for individual learners done by each Work Group member.**

Curriculum Content Area Group Assignment

SPER 698: Curriculum Planning II, Winter '95

You will be a member of a curriculum content area group. These groups will be formed by merging 2 study groups. Each curriculum group will be responsible for presentation, activities, discussion, readings and resources related to their content area. Specifically, the group will plan and deliver the following when designated in the schedule of topics.

1. Present an overview of the curriculum content area that includes:

   - range in type of curricular approaches available and generally in use
   - examples of published curricular products in this content area
   - examples of teacher expansions, supplements, and independent designs

   We suggest you prepare a handout covering key overview information that includes an annotated resource bibliography.

2. Describe how teaching/learning in this content area is changing as a consequence of school reform. Include references to key literature and specifically recommend 2-3 readings (made available to the class on reserve) so your colleagues may gain further insight about progressive trends in this content area.

   Describe ways that information about disability and other kinds of difference can naturally be infused into the curriculum content area.

3. Present an example of how this content area, when taught in creative and progressive ways, can accommodate learners of maximum diversity. Address the following dimensions of diversity:

   (1) ability, including students with extraordinary abilities and those with very extreme, severe, multiple disabilities, as well as others in between;
   (2) gender,
   (3) culture,
   (4) race,
   (5) socioeconomic level,
   (6) family differences,
   (7) learning styles/preferences, and
   (8) multiple intelligences.

4. Present another example of a lesson/unit that would likely be taught over at least 3-5 days for each work group to tailor to their composite classroom. Be sure to include any needed worksheets or supportive materials for each work group.

5. Organize all material related to the curriculum content area presentation/activities into a notebook or single document to turn in for a curriculum archive.

6. Complete and submit the group self-assessment task.

Suggestions for Working in Groups

Since everyone is busy, working hard, and geographically spread apart, we will need to be creative about the activities of both work groups and curriculum content area groups (a.k.a. study groups).

Most of you have begun to already find ways to resolve differences amongst your groups' colleagues. Indeed, you may well have negotiated different amounts of work for different members of the group based on any number of considerations. You may also have revised some of those decisions about work allocation (or want to still) as a consequence of your experience at trying to produce group products of satisfying quality.

We believe you will need to engage in similar negotiations this term, especially in order to complete the work of the Curriculum Content Area groups. It is likely that everyone will not do the same tasks or the same amount of tasks. Different individuals will bring different talents and constraints to the group. Your **group** task is to negotiate the shared responsibility so that the overall task is accomplished to the group's satisfaction.

In organizing and distributing the work tasks of the Curriculum Content Area groups, we suggest that you take the following into consideration:

- Who is taking the course for credit and noncredit?
- Who has access and can generate time for library research?
- Who has time and resources to make phone contact with group members?
- Who has access and can generate time to collect curricular products in use?
- Who has expertise and experience in this content area? What additional aspects need to be researched?
- Who will take responsibility for preparing handouts, overheads, or other presentation materials?
- Who will actually present? Which parts?
- Who will you provide assistance to in the class during the in-class activity?

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Division of Special Education and Rehabilitation
College of Education
University of Oregon

Course Title: **Classroom Management and Program Improvement**

Course Number: SPER 699

Spring 1995

Meeting Time and Place: Tuesdays 5:30 - 8:20, IMC Studio 1 or remote site

Instructors: Dianne Ferguson
1791 Alder
346-2491

Diana Oxley
1791 Alder
346-2490

Course Consultants: Gwen Meyer
Ginevra Ralph
Susan Brengelman

Jackie Lester
Mary Dalmau
Debbie Meagher

Course Description: This course covers information teachers need to manage professional tasks related to creating effective educational experiences for diverse groups of students including students with disabilities in public school settings. Course topics include applying standards to and assessing student accomplishments; collaborating with colleagues; managing classroom staff; planning program improvements and professional development; implementing innovations and contributing to overall school reform.

Course content, activities, and assignments have been designed so that you will:

1. Evaluate and provide reactions to peers about their work.
2. Read and analyze literature on teaching, systems change, and professional development.
3. Design and practice strategies for managing meetings.
4. Develop an annual professional development plan.
5. Resolve a variety of program management dilemmas by strategizing and problem solving with peers.
6. Develop an action/advocacy plan related to improving collegial relations/exchange.
7. Develop an action/advocacy plan related to program improvement.
8. Design and practice strategies for negotiating with colleagues when views differ.
9. Evaluate and redesign a personal school/classroom management system.
10. Develop mission statements, goals, and accomplishment statements to guide your teaching/program.

Schedule of Class Activities

Class date	Readings/discussion	Lecture/presentation	Research project
March 28	Class orientation-no readings	Discussion of group evaluations from Winter term	Identify school issue for research/Design data collection scheme/ Next task: Collect data
April 4	Cuban, L. (1993). How teachers taught, pps. 149-163.	Standards and assessment	Share data/Revisit data collection scheme/ Next task: Collect data
April 11	Clinchy, E. (1994). Higher education: The albatross around the neck of our public schools; OSSHE. (1994). Proficiency-based admission standards	Standards and assessment	Share data/Define problem/ Determine additional data needed/ Next task: Write problem statement/Collect data
April 18	Cuban, L. (1988). A fundamental puzzle of school reform; ODE. (1994). CIM & CAM/Exchange of annotated bibliographies	Standards and assessment	Share problem statements/ Discuss design of reforms & how to implement/ Next task: Write description of reforms & obtain feedback
April 25	Stigler, J. & Stevenson, H. (1991). How Asian teachers polish each lesson to perfection	Professional collaboration/ Exchange of role/relationship slices	Share feedback/Refine design of reforms Next task: Write action plan
May 2	McNeil, L. (1988). Contradictions of control, Part 1: Administrators and teachers/	Professional collaboration	Submit action plan/Identify school issue for research/Design data collection scheme/ Next task: Collect data
May 9	Ratzki, A. (1988). Creating a school community/Exchange of annotated bibliographies	Professional collaboration	Share data/Revisit data collection scheme/ Next task: Collect data
May 16	Oxley, D. (1994). Organizing schools into small units: Alternatives to homogeneous grouping	Management system/ professional development/ Exchange of role/relationship slices	Share data/Define problem/Determine additional data needed/ Next task: Write problem statement Collect data
May 23	Cone, J. (1992). Untracking advanced placement English: Creating opportunity is not enough	Management system/ professional development	Share problem statements/ Discuss design of reforms & how to implement/ Next task: Write description of reforms & obtain feedback
May 30	Eisner, E. (1991). What really counts in schools	Management system/ professional development	Share feedback/Refine design of reforms/ Next task: Write action plan
June 6	Exchange and assessment of annotated bibliographies/Group participation assessment	Submit and present reforms	

Course Assignments and Evaluation System:

Course Assignment	Points	Due Date
1) Annotated bibliography: Group-based assessment	10	April 18
		May 9
		June 6
2) Action Plan # 1	25	May 2
3) Action Plan #2	25	June 6
4) Role and relationship slices (2): Group-based assessment	10	April 25
		May 16
5) Small group participation: Group-based assessment	10	June 6
6) Professional development plan	20	June 6
	100	

Readings: The following readings will be required:

1) Reading packet available at the UO Bookstore

2) Other readings to made available over the course of the term

Reading Packet Bibilographic References:

Clinchy, E. (June, 1994). Higher education: The albatross around the neck of our public schools. Phi Delta Kappan, 745-751.

Cone, J. (1992). Untracking advanced placement English: Creating opportunity is not enough. Phi Delta Kappan, 712-717.

Cuban, L. (1993). How teachers taught. New York: Teachers College Press, 149-162.

Cuban, L. (1988). A fundamental puzzle of school reform. Phi Delta Kappan, 341-344.

Eisner, E. (1991). What really counts in schools. Educational Leadership, 10-17.

McNeil, L. (1988). Contradictions of control, Part 1: Administrators and teachers. Phi Delta Kappan, 333-339.

Oregon Department of Education. (1994). Certificates of initial and advanced mastery.

Oregon State System of Higher Education. (1994). Proficiency-based Admission Standards.

Oxley, D. (1994). Organizing schools into small units: Alternatives to homogeneous grouping. Phi Delta Kappan, 521-526.

Ratzki, A. (Spring, 1988). Creating a school community. American Educator, 10-17, 38-43.

Stigler, J. & Stevenson, H. (1991). How Asian teachers polish each lesson to perfection. American Educator, 12, 14-20, 43-47.

U.S. Department of Education. (1983). A nation at risk.

Classroom Management and Program Improvement
SPER 699
Spring 1995

Course Syllabus

Class date	Readings/discussion	Lecture/presentation	Research project
March 28	Cuban, L., (1993), How teachers taught, pps. 149-163.	Class orientation	Identify school issue for research Next task: Write description of problem
April 4	Clinchy, E., (1994), Higher education: The albatross around the neck of our public schools; OSSHE, (1994), Proficiency-based admission standards	Standards and assessment	Share descriptions of problem/Design data collection scheme Next task: Collect data
April 11	Cuban, L. (1988), A fundamental puzzle of school reform	Standards and assessment	Share data/Revisit data collection scheme Next task: Collect data
April 18	USDE, (1983), A nation at risk.; ODE, 1994, CIM & CAM	Standards and assessment	Share data/Design reforms Next task: Obtain feedback
April 25	Stigler, J. & Stevenson, H. (1991), How Asian teachers polish each lesson to perfection	Professional collaboration	Share feedback/Refine design of reforms Next task: Write reform design
May 2	Cone, J., (1992), Untracking advanced placement English: Creating opportunity is not enough	Professional collaboration	Identify school issue for research Next task: Write description of problem
May 9	McNeil, L., (1988), Contradictions of control, Part 1: Administrators and teachers	Professional collaboration	Share descriptions of problems/Design data collection scheme Next task: Collect data
May 16	Ratzki, A., (1988), Creating a school community	Management system/ professional development	Share data/Revisit data collection scheme Next task: Collect data
May 23	Oxley, D., (1994), Organizing schools into small units: Alternatives to homogeneous grouping	Management system/ professional development	Share data/Design reforms Next task: Obtain feedback
May 30	Eisner, E., (1991), What really counts in schools	Management system/ professional development	Share feedback/Refine design of reforms Next task: Write reform design
June 6	Lessons from readings/Journal musings	Present reforms	

Couse Evaluation

1) Journalling 15 points
2) Reform project #1 15 points
3) Reform project #2 20 points
4) Small group participation 15 points
peer review and feeedback
individual contributions

Attachment 3

Course Evaluation Forms

Year:	199__	
Quarter:	F [1]	W [2]
	Sp [3]	Su [4]
Age:		
Sex:	F [1]	M [2]

Building Capacity for Change

Course Evaluation Questionnaire

Your participation in the BCC/EDNET Course is important to us. We are seeking information about both the positive and problematic features of the program to help us determine the future development of the course. The information you provide for us on this questionnaire will help us answer three important questions:

- *How easy or how difficult it is for you to participate in the course,*
- *How useful the course is for you in your practice,*
- *What changes we might make to improve the class.*

The confidentiality of your response will be respected at all times. We ask that you provide us with your social security number so that we can match your responses over time.

SSN ___/__/____

Section 1

Your role and your work

1. Your enrollment

Where are you taking the course?	OFF campus	☐	[1]	ON campus ☐	[2]
What is your student status?	Part-time	☐	[1]	Full-time ☐	[2]
Are you taking the course for credit?	YES	☐	[1]	NO ☐	[2]
What are your total credit hours this term?	☐ Credit hours				
What is your enrollment status?	Masters [Schools]	☐	[1]	Masters [Trans.] ☐	[2]
	Continuing Ed	☐	[3]	Ph.D. ☐	[4]

2. Your role

In asking you to tell us about your *role* we are referring to the role/s for which you were **employed**. We are not referring to the things you do - they are covered in Questions 3 and 4.

Enter the numbers (from the ***Role List*** below) which correspond to your role/s. *If you are employed in more than one role, start from your most important role..*

Primary Role	☐	% of time in Primary Role	☐
Secondary Role	☐	% of time in Secondary Role	☐
Other Roles	☐	% of time in Other Roles	☐
	☐		☐

Role list:					
General ed. classroom teacher	1	Administrator (General ed.)	5	Related service person (Special ed.)	9
Special ed. classroom teacher	2	Administrator (Special ed.)	6	Transition Specialist	10
Special ed. resource person (in building)	3	Administrator (General & Special ed.)	7	School Psychologist/counselor	11
Special ed. resource person (across buildings)	4	Classroom assistant	8	Other	12

How long have you worked in your primary role? ☐ years

Are you the parent of a child with disabilities? YES ☐ [1] NO ☐ [2]

3. Your work level

Check the box which best describes your work in education (*other than student practicum*)

Early childhood education	☐ [1]	High school	☐ [4]
Elementary school	☐ [2]	More than 1 of these	☐ [5]
Middle school	☐ [3]	Other	☐ [6]
		I am not currently employed in education	☐ [7]

4. Your time

What percentage of your work time do you spend in each of the following?
(*Do not include student practicum*)

Teaching/working with students who have not been labelled and students who have been labelled (e.g. SPED, TAG, ADHD, ADD, SED);	%	[1]
Teaching/working with only students who have not been labelled.	%	[2]
Teaching/working with only students who have been labelled	%	[3]
Not teaching (*If you are not working in education enter 100% here*)	%	[4]
Add to 100%	100 %	

What percentage of your work time do you spend doing the following?

Instructional planning & preparation alone	%	[1]
Instructional planning & preparation with others	%	[2]
Teaching alone	%	[3]
Teaching with others	%	[4]
Working/meeting with parents	%	[5]
Using outside specialists/consultants	%	[6]
Being an outside specialist/consultant	%	[7]
Supervising staff	%	[8]
Paperwork/meetings/phone calls	%	[9]
Other (*If you are not working in education enter 100% here*)	%	[10]
Add to 100%	100%	

Do you wish to make any comments about your role and your work?

Section 2

Instructional Features

In this section we ask you to give us your assessment of the BCC/EDNET course itself. We've provided a list of course features. Each feature is numbered and we'd like you to chose features from the list to answer the questions below.

	PHYSICAL		ADMINISTRATIVE
1	backdrop and set	10	fee structure
2	clock	11	registration
3	tables and chairs	12	course credit
4	location of class	13	contact visits from schools projects
5	time of course	14	group support in class
6	site availability (off site)	15	getting assignments
7	temperature	16	turning in assignments
8	off-site set up	17	linking among off-site participants
9	speaker phone	18	books and materials
		19	BCC-LIST (INTERNET)
		20	mailing/faxing

	INSTRUCTIONAL		SOCIAL		TECHNICAL
21	guest lecturers	32	food in class	35	TV monitors
22	video-tapes	33	breaks	36	TV cameras and camera work
23	course format	34	pictures of off-site students	37	microphones
24	lectures			38	speakers
25	in-class discussions			39	FAX machines
26	in-class activities			40	phone
27	links real life situations			41	daromes & audio quality
28	"yellow stickies"			42	overhead quality and clarity
29	study group activities				
30	work group activities				
31	merging of regular & special education				

Choose up to 3 of these features that are the most relevant for you for each question, and record the number of the features you choose in the spaces following the question. (You don't have to choose from each category, and in fact, may choose all from only one). For each question, a good strategy might be to go through the list once and mark those features which stand out for you, and then choose from the marked features the ones that are most important. If you think of something important that is not on the list, record your thoughts in the section marked "comments".

Which features of the course:

Made it **easy** for you to participate? # [R1] # [R2] # [R3]

Made it **difficult** for you to participate? # [R1] # [R2] # [R3]

Enter up to 3 numbers from the *Course Features* list (above).

What is your overall assessment of how easy it was for you to participate in the course as compared to other comparable courses?

Easier [ ] [1] No different [ ] [2] Harder [ ] [3]

Comments about *participation*

What is your overall assessment of how useful the course has been to you as compared to other comparable courses?

Useful [1] No different [2] Less useful [3]

6. Usefulness

Which features of the course:

Made it **useful** for you? # [R1] # [R2] # [R3]

Made it **not useful** for you? # [R1] # [R2] # [R3]

Enter up to 3 numbers from the *Course Features* list (above).

Comments about *usefulness*

77

7. What suggestions do you have that might make the course easier in terms of participation and/or more useful to you?

On-campus participants turn directly to Section 3 now.

8. For off-site participants only

	Easy				Not easy
How easy was it to find an available site in your area?	1	2	3	4	5
	Not difficult				Very difficult
How much difficulty did you experience in the initial set-up of your ED/NET site?	1	2	3	4	5
	Satisfactory				Unsatisfactory
Once the site was set up, did the equipment work satisfactorily?	1	2	3	4	5
	Easy				Not easy
If there were technical problems, how easy was it to have them fixed?	1	2	3	4	5

Did you ever use the 1-800 ED/NET hot line for help? YES [1] NO [2]

How many members in your off-site group this term? ____

Section 3

Ideas & Materials

During your contact with us we have shared with you a range of ideas and materials. Tell us about any of these you find useful.

9. Publications & materials

	Check if you have read & used these materials	Rate how useful they have been A LOT			A LITTLE
The Activity-Based IEP (Module 1a)		1	2	3	4
Making Collaboration Work: an Introduction to the Activity-Based IEP Process (Module 1b)		1	2	3	4
Activity-based Assessment (Module 1c)		1	2	3	4
Individually Tailored Learning: Strategies for Designing Inclusive Curriculum (Module 1d)		1	2	3	4
Teaching: Supporting Valuable Learning Outcomes (Module 2a)		1	2	3	4
Achieving Balance: Strategies for Teaching Diverse Groups of Students (Module 2b)		1	2	3	4
Classroom Management and Information System (Module 3a)		1	2	3	4
Information and Management System for School Therapists (Module 3c)		1	2	3	4
On Meetings, Schedules, and Paperwork: Systems for Managing them (Module 3d)		1	2	3	4
Regular Class Participation System (Module 4a)		1	2	3	4
Community Leisure Participation (Module 4b)		1	2	3	4
Teacher Work Groups: Getting a little Help From Your Friends (Module 4c)		1	2	3	4
Building Team Consensus (Module 4d)		1	2	3	4
Student Membership Snapshots: An Ongoing Problem-Finding and Problem-Solving Strategy (Module 4e)		1	2	3	4
Program and Teacher Development (Module 5a)		1	2	3	4
School development System (Module 5b)		1	2	3	4
Is Communication Really the Point (Ferguson, D.L. 1994)		1	2	3	4
Bursting Bubbles: The Marrying of General and Special Education Reform (Ferguson, D.L. , in press)		1	2	3	4
Widening the Stream: Ways to think about including "exceptions" in schools (Ferguson, D.L., Willis. C, & Meyer, G., in press)		1	2	3	4
The Real Challenge of Inclusion: Confessions of a "Rabid Inclusionist" (Ferguson, D.L., 1995, in press)		1	2	3	4

10. Ideas & information

	Check if you learned more about these areas	Rate how useful this has been A LOT			A LITTLE
Mixed-ability teaching		1	2	3	4
Systemic inclusion		1	2	3	4
Collaborative/team curriculum design and teaching		1	2	3	4
Constructivist teaching		1	2	3	4
Integrated curriculum		1	2	3	4
Student assessment		1	2	3	4
Student supports (e.g. communication/behavior/medical)		1	2	3	4
Understanding school reforms		1	2	3	4
Organization/management ideas		1	2	3	4
Advocacy/action planning		1	2	3	4
Merger of special and regular education		1	2	3	4
Documenting student achievement (e.g. ITER)		1	2	3	4
Innovation in curriculum (e.g. math-science, social studies)		1	2	3	4
Cooperative learning		1	2	3	4
Home/school interaction		1	2	3	4
Diversity in families and in the community		1	2	3	4
School/community interaction		1	2	3	4

Final Course Evaluation Discussion

Leader Outline

While we are out of the room for roughly half an hour (or as long as you think you will need) your task is to lead a group discussion with the students about the course. We suggest that you follow three steps:

1. *Ask each student to review the questions individually and take notes on their copy of this outline*
2. *Group discussion:*
   Remember:
   - *At the beginning appoint a note-taker and decide on how their notes will be presented e.g. memo, list, cartoon, graphic.*
   - *The questions below are simply a guide to assist you to organize the discussion.*
   - *Ensure that all points of view are captured in the notes..*
3. *At the end of the discussion invite those students who wish to hand in their individual notes also.*

Course Content

For each of the topics/strands/areas covered this term (check syllabus), tell us about the impact on:

- your thinking and understanding,
- your practice (at work, practica, apprenticeships), and
- your learning.

1. How was this area useful to you? Do you have any examples?
2. What were the most important aspects of each topic/strand/area?
3. What areas were least useful to you? Why?
4. Suggestions? Ideas?

Course Format

In order to accommodate different learning styles and modes of learning we provided a variety of formats, e.g. open-discussion, activity-based learning, group work, reading discussions, lecture, guest presenters, diverse groups, local area groups.

1. How did the course formats support your learning?
2. How did the balance of different course formats work for you?
3. Suggestions? Ideas?

Readings

1. About particular readings?
   - Which readings were practical and useful?
   - Which readings made you think?
   - Which readings led to good discussion?
   - Which readings would you recommend to a colleague?
2. Overall feedback.... $$, Source of new material? Quantity of reading to be covered?

Activities & Tasks

1. How were class activities and tasks useful to you? Examples?
    - What activities were most useful to you? Why?
    - What activities were least useful to you? Why?
2. Suggestions? Ideas?

Remember to relate to your:

- thinking & understanding
- practice/work
- professional development

Group Work and Peer Collaboration

1. What was most helpful about working in groups?
2. Where did you find the greatest challenges?
3. Were your group products useful? Why?
4. Did the group activities and tasks help you work better in groups generally? How? Why?
5. Suggestions? Ideas?

Overall

About the course in general:

1. What are the things that have worked best for you?
2. What would you like to change?
3. How is the balance between the instructor leading your thinking and you providing direction to the course? Is this balance OK? Suggestions? Ideas?

Activities & Tasks

1. How were class activities and tasks useful to you? Examples?
    - What activities were most useful to you? Why?
    - What activities were least useful to you? Why?
2. Suggestions? Ideas?

Remember to relate to your:

- thinking & understanding
- practice/work
- professional development

Group Work and Peer Collaboration

1. What was most helpful about working in groups?
2. Where did you find the greatest challenges?
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Overall

About the course in general :

1. What are the things that have worked best for you?
2. What would you like to change?
3. How is the balance between the instructor leading your thinking and you providing direction to the course? Is this balance OK? Suggestions? Ideas?

Final Course Evaluation Discussion

Individual Notes

We are interested in your feedback about the course. Your information will be used by us as we reflect on this course and prepare for future courses. This note page is to assist you to prepare for ***the Course Evaluation Discussion****. At the end of the discussion you may give us a copy of your notes (unsigned or signed) if you wish.*

Course Content

For each of the topics/strands/areas covered this term (check syllabus), tell us about the impact on:

- your thinking and understanding,
- your practice (at work, practica, apprenticeships), and
- your learning.

1. How was this area useful to you? Do you have any examples?
2. What were the most important aspects of each topic/strand/area?
3. What areas were least useful to you? Why?
4. Suggestions? Ideas?

Course Format

In order to accommodate different learning styles and modes of learning we provided a variety of formats, e.g. open-discussion, activity-based learning, group work, reading discussions, lecture, guest presenters, diverse groups, local area groups.

1. How did the course formats support your learning?
2. How did the balance of different course formats work for you?
3. Suggestions? Ideas?

Readings

1. About particular readings?
   - Which readings were practical and useful ?
   - Which readings made you think?
   - Which readings led to good discussion?
   - Which readings would you recommend to a colleague?
2. Overall feedback.... $$, Source of new material? Quantity of reading to be covered?

Attachment 4

Professional Development Planning Log
Set of Professional Development
Roles & Tasks Descriptions

Professional Development Plan - Program Task Log
Schools Projects (STP) - University of Oregon

NAME:	DATE:

PROGRAM TASK	EXPERIENCES/ACCOMPLISHMENTS	PLANS
TEACHING & LEARNING		
1. ASSESSMENT & LEARNING HISTORY		
2. CURRICULUM DESIGN		
3. TEACHING DESIGN		
4. TEACHING PRACTICE		

PROGRAM TASK	EXPERIENCES/ACCOMPLISHMENTS	PLANS
PERSONAL SUPPORT		
1. PHYSICAL & HEALTH SUPPORTS		
2. COMMUNICATION SUPPORTS		
3. BEHAVIORAL & EMOTIONAL SUPPORTS		
4. CULTURAL & FAMILY SUPPORTS		

PROGRAM TASK	EXPERIENCES/ACCOMPLISHMENTS	PLANS
COLLEGIAL RELATIONSHIPS		
1. WITH "EQUAL" COLLEAGUES		
2. WITH "UNEQUAL" COLLEAGUES		
3. WITH "OTHER" THAN COLLEAGUES		

PROGRAM TASK	EXPERIENCES/ACCOMPLISHMENTS	PLANS
MANAGEMENT & EFFICIENCY		
1. TIME & TASKS		
2. RECORDS & RULES		
3. LOGISTICS & RESOURCES		
4. COMMUNICATION & COMPUTER LITERACY		

PROGRAM TASK	EXPERIENCES/ACCOMPLISHMENTS	PLANS
SCHOOL LEADERSHIP & ADVOCACY		
1. CLASSROOM		
2. SCHOOL		
3. COMMUNITY		
4. PROFESSIONAL		

PROFESSIONAL DEVELOPMENT PLANNING:

Roles and Tasks Descriptions

Dianne L. Ferguson
Ginevra Ralph

University of Oregon
Schools Projects/STP

We have spent a number of years observing, working with, learning from, and teaching teachers, both in their pre-service education programs as well as in on-going professional development courses, in-services, workshops, and graduate degree programs. Stemming from our research, collaborations, personal teaching experiences, and continuing analysis of the work life of teachers, we have articulated five areas which we believe represent the broad range of roles and responsibilities that all teachers encounter and should strive to master. Within each of these five areas we have identified tasks around which to focus your own professional development. The tasks are particularly salient for today's teachers who work with an ever-increasing range of student diversity, including, and especially, those who have developmental disabilities, different learning styles and preferences, different cultural or family backgrounds, or a variety of other personal uniqueness.

We believe that learning and learning to teach better is a never ending process. Thus, teachers actually begin their career-long Professional Development phase the moment they receive their initial teaching credential! Each of you reading this comes with a wide variety of different information and experiences, as well as different current professional interests and preferences. Some of you may be participating in a selected professional development course sequence; others of you may be full- or part-time teachers returning to the University for advanced degrees and specialized studies. Still others of you might be just working as teachers, but seeking some way to organize and practice the various professional development opportunities available to you.

Consequently, because we cannot fully anticipate your individual experience and ability and because the roles and responsibilities in schools are constantly shifting, we have not tried to define exhaustively what it means to ever "complete" a task. Instead we describe for each task: (1) why we believe it to be an important area of competence; (2) the range of diversity each task area encompasses; and (3) some specific information, experiences, or skills you might consider acquiring in each area. We have also included a "Professional Development Plan - Task Log" to assist you in designing a professional development plan which then will be tailored for you throughout your professional life.

Teaching Roles and Tasks

TEACHING & LEARNING

Teaching is perhaps the most complex role you will attempt to master during your years as a teacher. When we talk about teaching, we include "assessment and learning" as well, because good teaching depends upon what you can learn about your students, before, during, and after any attempt to teach them anything at all. We have organized the exploration of the teaching/learning interaction into four broad parts, each with several components: (1) assessment & learning history, (2) curriculum design, (3) teaching design, and (4) teaching practice.

1. Assessment & Learning History

As you undoubtedly learned after even your first day in the classroom, assessment is a great deal more complex than figuring out what your students know or don't know. At the most basic level, you continually assess each student's learning and support needs. Teaching and assessment are really inseparable notions, and you practice this kind of assessment each time you

teach. You also need to develop information about what each of your students likes to learn and why, how they are using their learning both inside and outside of school, and which teaching strategies tend to work well for them as well as which do not.

You will need to learn to analyze and use a variety of formal assessment information from colleagues to help you plan curriculum and teaching that match your students' abilities (a.k.a. formal ability-based assessment). At the same time, you must assess the effects of your efforts by working with families and students themselves to determine how school experiences contribute to students' competence and participation in their lives outside of school -- at home and in their communities (a.k.a. activity-based assessment).

For a few students you may need to be skillful at determining the full range of contextual variables that affect their learning and growth (a.k.a. functional assessment). These might include things that happen just before you try to teach as well as things in their lives that have longer term effects on their capacity to engage your efforts to teach ("setting events"). Some of these more distant influences might include things about a student's family or home life, health and medical conditions, or the student's understanding about their learning, their behavior, and their feelings about school. Teachers need to develop the ability to gather this kind of information informally about virtually all students, but for a very small number you will want to do this kind of assessment in much more detail and much more systematically.

Finally, if you are able to build upon what other teachers before you have discovered, all of your efforts to design effective teaching and learning events for your students will be greatly enhanced. Of course, some of your students will be relatively easy to assess across all these information dimensions. Indeed, many will be able to simply tell you most of what you need to know themselves. However, for anywhere from a fourth to a half of your students (assuming you are working with a really diverse group), you will need to know about their learning history from pervious teachers in more detail. Collecting that information needs to be quick and efficient or you will be at risk of skipping this task and relying on strategies that take much longer

2. *Curriculum Design*

Since we accept the notion that students learn and use their learning best when they are interested in what they are learning and can relate that learning to their lives in some way, curriculum design can get a lot more complicated than following a district selected text or suggested scope and sequence. Three aspects of curriculum design can help address these issues.

First, you can explore "official" curriculum from the above perspective. Most districts as well as some states and countries describe a set of curriculum aims or even common curriculum goals that they expect all students to learn. Of course, in the case of official curriculum, "all" doesn't always include quite a large number of students who may have more significant learning differences or even disabilities. Nevertheless, most teachers must design curriculum within the context of a set of official expectations for most students. Some districts, states and countries also create separate "official" curricula for small groups of students who are not expected to accomplish the official curriculum defined for the majority. Deciding what to teach any diverse group of students in ways that make sense to the students themselves requires teachers to work, possibly more flexibly than before, with these different kinds of official curriculum expectations.

Second, you can explore new ways to organize curriculum content. Most official curriculum is organized around content areas or skill domains. Unfortunately, learning reading or

social skills in isolation may not make enough sense to your students, regardless of their willingness to comply, potentially reducing the likelihood that they will figure out how they are supposed to use or apply their learning in different contexts. "Integrated" and "activity-based curriculum" and the principles of "authentic learning", "big ideas", and "scaffolded learning", to name a few examples, can help you combine approaches from different traditional content areas and skill domains into topics and activities that make sense and are exciting for your students.

Third, you will need to develop strategies that will help you personalize your curricular decisions for each of your students. These personalized curricular decisions will involve using all the information you gather as part of your assessments and address not only students' abilities, disabilities, and current knowledge or skills, but also help you select things to learn for every student that build upon their interests, relate to their lives outside of school, address their preferred learning styles, and explore their different personal and intellectual strengths.

3. *Teaching Design*

Normally, deciding how you organize what to teach has lots of implications for what the teaching event ends up looking like. Four different ways to think about organizing teaching interactions between you and your students can help in making those decisions.

Teachers need to be fluent at organizing their students into learning groups. ***Diverse, or mixed-ability, groups*** are much more likely to have students who are very different from each other than to contain students who can effectively learn some identical thing in the same way at the same time. A second aspect of working with mixed-ability groups involves making the group experience interactive and collaborative. Teachers need to explore different ways to extend their ***interactive and collaborative group*** teaching techniques to include even more student diversity.

In addition to expanding their skills in working with groups of students, teachers also need to become fluent at working individually with students, sometimes just for a few critical seconds or minutes during a larger activity, and sometimes for more extended lessons of ***personalized teaching***. You should look for opportunities throughout your professional development experiences to explore both of these different teaching situations.

Finally, teachers need to explore different ways of ***teaching with others***. Sometimes these "others" will be teacher assistants who will look to you for leadership, teaching, and feedback. They will also bring many unique abilities and strengths to the classroom that teachers need to learn how to uncover and use in day to day teaching and curriculum development. In other situations you will need to teach alongside other teachers. In some situations these other teachers will think of themselves as either "special", "regular", or "specialist" in ways that might place constraints on what you can pursue together. Some will be comfortable with you teaching alongside, others will want to work collaboratively as a teaching team. Still others might be reluctant, even uncomfortable, with having another adult in the same classroom. You will likely encounter all of these "teaching with others" situations during your teaching career. Try to notice and use them to build your teaching as well as your interpersonal skills with other adults.

4. *Teaching Practice*

Good teaching takes lots of practice, and particularly as teachers get over the "hump" of those first few years in the classroom, "teaching" may well extend beyond your official students to teaching adults that you work with, providing in-service presentations to others in your district, or coaching a practicum student. You will need look for ways to hone your skills in all of these areas.

Crucial to the on-going acquisition of fluency and skill in your teaching is for you to be theoretically well-grounded. There have been and will continue to be many different theories about teaching and learning, each with strengths as well as limitations. As a creative, flexible teacher, you will need to incorporate the strengths and minimize the weaknesses of each of these approaches. Throughout your professional development experiences, try to explore the different theoretical approaches that both general and special education have tended to rely upon. In this way, you will be able to bridge ways of thinking about teaching more familiar to special education—e.g. instructional technology grounded in applied behavioral analysis—with those more usually emphasized in general education—e.g. constructivist/reflective teaching grounded in theories of development and learning as a social enterprise.

PERSONAL SUPPORT

All students require support to learn well and use their learning effectively, some more than others. Without supports many children still learn, but learning may be more difficult, slower, and less fun. We think you will want to explore four different kinds of personal support that many of your students will need you, other adults in school, and their classmates to provide so their learning can proceed better and faster.

1. Physical and Health Supports

Some of your students will have physical differences and health conditions, both temporary and chronic, that require your attention and management. Physical supports range from footstools for students who might be shorter than the makers of desks and chairs anticipated, coaching and commiseration for those who are less graceful and coordinated during P.E. and dances, to things like assistance with eating, or preparing muscles to work better during activities. Some students may rely upon you to appropriately move them to, and position them in, different pieces of equipment like wheelchairs, or prone and supine standers. Others will need you to help them position their feet and bodies using lower tech equipment like seat belts, bolsters, footrests and cushions.

Other students will need help managing everything from a bad cold or a broken limb to more chronic and difficult to manage conditions like diabetes or AIDS. You may need to help keep track of seizures, medications, or eating for some students, while managing equipment and procedures like suctioning, heart monitors, or intermittent catheterization. You may encounter a few students who require your attention to, and documentation of, signs of possible abuse and neglect. Your support in such situations will require you also to possess information about legal requirements and constraints as well as a variety of advocacy strategies. Finally, all of your students will need your emotional support, occasional medical monitoring and support (everybody gets sick at one time or another), and perhaps occasionally, your use of emergency first aid.

You may also have to negotiate and organize the provision of supports by related service staff. You are also likely to need to communicate regularly with families in order to manage medical and technical information and changes in a timely manner. We can assist you to find ways in both courses and creating experiences to collect and use information about physical and health supports.

2. Communication Supports

Much of what makes us successful members of our schools and communities, family and social groups, is our ability to interact and communicate about our ideas, our needs and our

contributions. Many of your students will require your support to be effective enough at all kinds of communication to be successful members of all these groups. We encourage you to look for opportunities throughout your work and professional development experiences to learn about how to support the communication of students who, for example, are too shy or inarticulate to speak up in either a small group or before the class or school. Look, for example, for ways to help the constant talker stop long enough to listen to others and the quick-to-talk student to think about what he or she really wants to say before starting.

Furthermore, we encourage you to explore ways to support students who have more significant difficulties talking and communicating, but who might be more successful with a variety of strategies as well as material supports. If this is an area you want to gain skills in, look for or create opportunities in courses, inservices, or professional development experiences to become familiar with commercially available materials (such as Touch Talkers and other electronic communication devices) as well as teacher- and parent-made materials such as communication books, schedules, and various kinds of devices that assist students to do things they have difficulty asking for or explaining.

3. *Behavioral and Emotional Supports*

The increasing complexities of modern life can take their toll on children and youth. Some students seem to simply lack enough care and nurturing. Others are confused about who they are and how they fit in the scheme of things in much deeper and more distressing ways than most kids seem to experience. Schools, families, and communities are struggling to understand how to help what seems to be an ever increasing number of children and youth who don't know how to manage their feelings, confusions, and frustrations.

An aspect of your professional development should focus on ways to provide emotional and behavioral supports to students with all kinds of problems—some we understand but can do little about, as well as those we simply do not yet understand. We suggest you explore three key dimensions to the provision of behavioral and emotional supports. The first, and perhaps most important, is understanding the student's perspectives. Often this will be most complex indeed because the students themselves may not be able to really tell us about their feelings, confusions, and frustrations.

The second dimension to explore involves sharing responsibility for behavioral and emotional problem-solving with the students themselves. Even those who either do not talk at all, or only communicate a little, can give us lots of information and feedback about what might really be a help to them. Indeed, support can only be defined as "useful and supportive" by the person receiving it, regardless of how much we think it might help.

The last dimension to explore involves the need to revise and adjust our supports constantly as things change. And everything changes! It is unlikely that a support strategy that works for one student will work just the same way for another, or that a strategy that works once will work again, or that a successful solution will necessarily continue to be supportive over time.

Look for ways to understand this particularly complex area of personal support in your teaching experiences, your professional interactions, and your own personal lives. We hope you will eventually gain a good understanding of your own information and skill at analyzing the need for, providing, and continuously adjusting emotional and behavioral supports to your students and your colleagues.

4. *Cultural and Family Supports*

Although your students' learning abilities and disabilities will likely be the major differences you attend to, the students in a diverse classroom will also be different in many other ways. All of your skills as a teacher and an advocate must be sensitive to the ways in which your students' cultural, racial, gender and socioeconomic differences may also affect their educational accomplishments. Understanding these differences will offer you opportunities to better tailor their curriculum and teaching experiences and in likelihood may enrich the experiences of their classmates at the same time. In some cases, for example, you may have students with extremely limited communication abilities for whom English is a second language, necessitating extraordinarily close coordination of your communication supports and teaching with family values and lifestyles. Others' cultural and family practices may make some kinds of teaching or teaching materials inappropriate, requiring you to be especially sensitive and creative to other options. Still others will need your support to acquaint them with nondisabled peers and adult role models who share some of their unique attributes.

You will also find that your students come from increasingly diverse family situations. Sometimes these family differences are a function of their cultural affiliations, but it can also be a result of having parents who divorce and remarry, families with only one or many adults, and any number of other variations that emerge from social and economic pressures as well as family preferences.

As classroom student compositions become more and more diverse, you will have a variety of opportunities to work with students who are racially, culturally, linguistically, and socio-economically different from yourself. You may need to learn how to provide the kinds of cultural and family supports that will permit them to be both educationally and socially successful. Your greatest challenge can often be to first appreciate the importance of these differences and your own tendency to either recognize or overlook them. Districts are becoming more and more sensitive to the kinds of unique situations and challenges that arise with complex, heterogeneous, classrooms. You should become aware of your district and community resources for securing supports and curriculum strategies that can help you to be more appropriately attentive to cultural and other differences in your students.

COLLEGIAL RELATIONSHIPS

No single individual is likely to possess all the information, abilities, and decision-making skills to effectively help every student learn. Given the increasing complexity of many students with and without disabilities, this is more true than ever. Everyone is realizing that only the *collective* efforts of teachers, students, families, and others can result in effective schooling. Sometimes these collective efforts will result in a teamwork that incorporates each participant's ideas, achievements, compromises, and consensus. In some other situations your collective efforts will be seemingly *collaborative* in nature, that is people with different abilities and information will work together to achieve some result that none of the members of the collaborative effort could have achieved alone. In other still situations your collective efforts will be *consultative*: one of you will take the role of sharing your information and skills with someone else in order to enable them to achieve some result without your continuing assistance (sharing information and ability so someone else can achieve an outcome).

Teamwork, collaboration and consultation are difficult. You will have many opportunities through the normal course of your work life and professional development experiences to focus on

such relationships if you choose, such as work and study groups, building or grade-level teams, site councils, working with classroom assistants, etc.

1. *With "Equal" Colleagues*

Many of the people you will find yourself working with in schools will be officially "equal," as defined by their label, their seniority, pay scale or university degree. Many of your "equal" colleagues will be other teachers. Sometimes, however, you will find that a classroom assistant, a parent, a specialist of some sort, or an administrator, despite their official difference in rank, will work alongside you as another teacher. While you will enjoy the experience and results of these unofficial working relationships, there will be others who will have more regard for the power of the official rank, regardless of the unofficial relationships you may have negotiated. Teachers have to become skillful at noticing others' interpretations and figure out how to respond to them. Thus, whether "official" or unofficial, teachers need to negotiate and manage a range of relationships with "equal" colleagues.

2. *With "Unequal" Colleagues*

Many of the other people you will work with in schools will, conversely, be officially "unequal," as defined by their label, their seniority, pay scale or university degree. Administrators and supervisors are the most obvious examples, but so are classroom assistants, secretaries, bus drivers and a host of other educational support personnel. As with officially "equal" colleagues, however, you will encounter times that these people of different official rank work with you as equals. Other times, you and they will feel the strain and constraints of your official status differences. You will also encounter colleagues of officially "equal" rank that you simply don't *feel* equal to—sometimes because they seem so much more experienced, clever, or productive; sometimes for just the opposite reasons. These "unequal" situations, whether official or unofficial, are harder to manage than "equal' relations. That's exactly why we encourage you to explore your feelings, your reactions, and your strategies for dealing with them as part of your professional development.

3. *With "Other Than" Colleagues*

Whether "equal" or "unequal," officially or unofficially, many other people you will need to work with as a teacher are not really colleagues at all. Students, parents, people in the community, your own family and parents, people who work in other agencies or organizations, other teachers' students, friends' children: all will have an impact on your professional work life at one time or another. They are also people who will contribute to what you can achieve for your students, both directly and indirectly. To manage these relationships you teachers need to develop the listening skills, communication skills, and action strategies that will result in you negotiating satisfying relationships with all these "other than colleagues."

MANAGEMENT AND EFFICIENCY

You will never have enough time! No teacher does. In fact, lack of time is the most common and consistent lament of teachers. There is a good deal of truth to the charge: on the whole, teachers do not have enough time to work with others, plan, keep up with innovations in their fields, or just think about their work. Another aspect of the time problem is simply that your teaching is complex and difficult: teachers have to manage an astonishing number of tasks, information, and people while operating under conditions of scarce resources, constraints and

conflict. Every decision you make will affect many other people and decisions, not just immediately, but sometimes long into the future. This dilemma of "not enough time" may eventually change, but probably not soon enough!

1. *Time and Tasks*

As we said, there's never enough time and always too many tasks. If you feel the need to work on improving you effective organization and time management strategies, you should definitely make this your first priority. Being on time, completing tasks and projects, keeping people informed of your activities, sequencing tasks to minimize wasted time, delegating and prioritizing tasks when time is limited, and figuring out how not to feel guilty about what you cannot do, are all important components of effective organization.

We encourage you to observe and talk to peers, other professionals, and your instructors about their own personal management systems. Pay attention to how they manage both time and tasks. They might have some strategies that will work effectively for you. Take a look at computer software or other commercial calendar and task/accomplishment strategies that are available. Good management, like many other things, is not a talent for most of us, it is a skill, sometimes laboriously learned. Improving these skills can make you a more efficiently organized teacher, accomplishing more -- even without enough time!

2. *Records and Rules*

A second management challenge for teachers involves keeping track of, and meeting the requirements of all the school and district policies, most of which require some sort of record-keeping. Staying abreast of legislative, district, and school requirements, rules, and records can be a challenge. Workshops, or even full courses, are frequently offered that can help keep you informed if this is an area of interest for you.

You may also want to be working on improving your own record-keeping, file management, and information retrieval systems. Again, look around for those "organized" people who can give you a few tips on managing these aspects of becoming a more efficient and effective professional.

3. *Logistics and Resources*

Given the sheer complexity of all the parts of your work, you may well be at risk of THE LOGISTICAL NIGHTMARE! Like most abilities, the "juggling act" required by teaching can be acquired with some attention and practice, especially to how you think through things. Other peers, teachers, and administrators would likely be happy to share how they manage to keep all those "balls in the air."

Closely related to time, tasks, rules, records, and logistics is the demand to manage your resources well enough to efficiently accomplish your plans. Of course, you may often find yourself working with very few resources these days. An important aspect of resource management you might wish to explore is how to generate and use both formal and informal resources, such as teacher-initiated grants or community support projects. You may want to develop or increase your information networks, individual people/personnel, or community contacts and volunteers as part of your resource base.

4. Communication and Computer Literacy

All of these management and efficiency tasks are grounded in communication of one sort or another. Generating information from decision-making, teaching and persuading, negotiation and compromise all require that you effectively express yourself verbally and in writing. Ineffective communication can result not just in misunderstandings, but also in mistakes and experiences that can have lasting negative consequences. As part of your professional development you can seek out opportunities to practice various forms of communication, such as oral presentations, graphic design, video techniques, and effective writing and to observe others' styles, discover your own preferred communication style and strategies, and to receive advice and assistance to enhance your communication ability from peers.

Computers are an important form of communication and we suggest that you explore at least three kinds of computer literacy. First, most of your students will benefit from a wide array of computer-based learning and leisure activities. You should learn to evaluate the technology resources of your school and district in order to maximize the opportunity your students have to use computers as a learning resource. Second, remember, too, that some of your students will require sophisticated augmentative devices for communication and mobility. You will need to become familiar with the use, care and programming of these devices. Finally, you yourself need to become fluent with word processing and data management software and joys of networks, e-mail, the Internet and faxing! While troublesome at times, computers actually will make your professional life easier and more efficient in many ways.

SCHOOL LEADERSHIP AND ADVOCACY

As schools continue to change, there are increasing demands upon teachers to assume a variety of leadership and advocacy roles, -- in schools as well as on more local and personal levels. Good teachers have always been leaders in a variety of ways, but you may want to seek opportunities to hone your skill especially in the following spheres.

1. Classroom

As a classroom teacher there are several dimensions to both the leadership and advocacy demanded of you. It is increasingly unlikely that you will work alone in classrooms. Other teachers, classroom assistants, various content area and other kinds of specialists, even administrators will look to you for leadership. You will need to be clear about your goals for your students, your own collaboration with these adults, and the program improvements you are seeking to make. And you will need to be able to articulate these goals effectively and convincingly.

2. School

Within your school and district you will have the opportunity to advocate for broader school change by serving on site councils and participating in site-based decision making, joining task forces or district committees, to name just a few. You may also have agendas for change that are not entirely shared by even a critical mass of other school personnel, however, and will want to acquire the demonstration and persuasion abilities to encourage the larger discussion of your ideas.

Look for opportunities to develop skills in, for example, (1) gently "feeding" people new information, (2) forming work groups and study groups, (3) developing proposals to experiment with new ideas, (4) documenting your achievements in ways that can be shared persuasively with others, (5) figuring out ways to identify and work on others' issues as a way to work toward your

own, and (6) learning how to problem-solve about others' perspectives and ideas in ways that encourage your ongoing respect and collaboration rather than frustration and conflict.

3. Community

Schools are in a period of high community visibility and low community support just now. As a citizen and an educator you have a role in your community to advocate for a variety of things that can contribute not only to more effective schools, but to better school/community partnerships. These might include getting involved in informational or political campaigns on behalf of school change, school funding, and other such issues. In addition to these more formal activities, your own routines of life will present many opportunities to educate people in the community about the importance of education and diversity in schools. For example, opportunities to notice and comment upon both good and poor examples of accessibility for persons with various kinds of motor and sensory limitations might come up almost daily. Finding ways to encourage celebration of cultural and other dimensions of diversity in civic events might be another. Such habits of community leadership and advocacy will reflect well on you personally and on the profession collectively and foster stronger links between schools and communities.

4. Professional

As an educator, you will always be in a state of "professional development": schools are always changing, and there's always more to learn! Consequently, we expect that your next "task" is not only to continue to plan for your ongoing professional development, but also to develop the skills and strategies to support the professional development agendas of your colleagues in turn. In the process we encourage you to seek opportunities to keep in touch with broader issues and trends in education. We encourage you to avail yourself of a range of professional organizations and publications and to attend (and consider presenting at) professional conferences and meetings.

"Completion" of the Professional Development Tasks

We believe, in fact, that it is unlikely that you will ever "complete" your learning about any of these roles and tasks. Good teachers are constantly self-evaluating, reflecting on his or her practice, and searching for new ideas and skills. We hope that this plan will continue to assist you in this process of professional growth for a long time indeed!

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Attachment 5

Recruitment Brochure

Class Format

Class is held from 5:30 P.M. to 8:15 P.M. on Tuesday evenings. Students participate in class activities, individual and small group projects, and both mixed-role and same-role study groups to analyze readings and issues.

Assignments

In addition to course readings, the class offers assignment options tailored to student needs and current teaching situations. Assignments promote expanded, enriched curriculum and instruction; school reform action agendas; student support strategies; and classroom efficiency and effectiveness.

Instructors

The course is offered by Dianne Ferguson and Phil Ferguson. Members of the Schools Projects staff provide additional instructional and field-based work-group support.

Tuition and Credit

Tuition support is available for school- or district-based teams of three or more. University credit is available and may be applied toward severely handicapped learner or handicapped learner endorsement. A non-graded option is available.

For More Information

For further information, contact Dianne Ferguson, telephone: (503) 346-2491 e-mail: dianne1@oregon.uoregon.edu or Ginevra Ralph, telephone: (503) 346-2492 e-mail: ginevra_ralph@ccmail.uoregon.edu or write Schools Project, Specialized Training Program, 1235 University of Oregon, Eugene OR 97403-1235.

This publication is available in alternative formats for people with disabilities. For more information, contact the College of Education.

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Building Capacity for Change

A Professional Development Opportunity

Building Capacity for Change

Build Your Capacity for Change in Twenty-First-Century Schools

The Schools Projects at the University of Oregon is offering a unique four-course sequence to help educators respond to Oregon's education reform initiatives. The Twenty-First-Century Schools legislation requires flexible and creative approaches to education for diverse learners.

Who Should Attend

The course is for people interested in supporting school reform and inclusive education in their local settings.

Participants are encouraged to attend as part of a school- or district-based team of three or more members so they can collaborate outside of class in addressing locally referenced issues. Such workgroups might include parents, general educators, special educators, classroom assistants, and administrators.

ED-NET I Distance Education

The Tuesday evening classes are offered both on the UO campus and on ED-NET I, the interactive telecommunications classroom for those too far away to make the weekly trip to Eugene. Most communities have ED-NET sites at their local high schools or educational service district offices. Call us if you need help locating an ED-NET site near you.

SPER 697 Curriculum Planning for Students with Severe Disabilities I

offered fall term

- Overview and history of curricular issues and trends
- The merging of general and special education
- Designing comprehensive curriculum for all learners
- Developing collaborative teaching plans from curricular aims and activity-based goals
- Application of mixed-ability and cooperative-learning teaching strategies
- Developing personalized curriculum outcomes and dynamic education plans

SPER 698 Curriculum Planning for Students with Severe Disabilities II

offered winter term

- Applying Multiple Intelligences theory and alternative assessment strategies
- Using standards; designing student assessment systems, including scoring guides and individual reporting systems
- Guest presentations on developments in reading, language arts, mathematics, science, social studies, physical education, health, the arts, and applied technology curricula
- Considering as part of teaching design:
  - Communication supports
  - Emotional and behavioral supports
  - Physical and health supports
  - Family and cultural supports

Please note: the Eugene area code is now 541

SPER 699 Classroom Management and Program Improvement

offered spring term

- Classrooms and schools as dynamic systems
- Developing school profiles and program improvement plans
- Creating and using school and classroom information systems
- Shifting in schools from individual to group practice:
  - Administrators and supervisors
  - Teacher colleagues
  - Related and itinerant staff
  - Collaborative teams
  - Community volunteers
- Creating professional development plans and action agendas

SPER 608 Workshop: Role of the Family in Bringing Inclusion to the Community

two-week summer workshop

- History of family involvement and professional approaches to families
- Family and community views on school-wide reform
- Institute for the Development of Educational Achievement: reauthorization update
- Multicultural issues and family involvement
- Life span issues and family transitions
- Working with adults in the community:
  - Parents and siblings
  - Systems resources
  - People resources

Building Capacity for Change

Information

I am interested in the *Building Capacity for Change* course sequence.

Please send me registration and further information.

Name _____

Home Address _____

City _____ State _____ Zip _____

Home Telephone _____

School District _____

Your Supervisor _____

Your Role _____

Work Telephone _____

Please check all boxes that apply.

- I plan to attend classes at the UO campus.
- I plan to take the class via ED-NET I.
- I need information about my ED-NET I site.
- I am interested in reduced tuition as the local ED-NET I site coordinator.
- I will take this course for credit.
- I am interested in the non-graded option.
- I will be taking the class as part of a district team.
- I am interested in the severely handicapped learner licensure program.

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